4th International conference
Applied Linguistics and Professional Practice

LEARNING THROUGH AND FOR PROFESSIONAL PRACTICE

10–12 September 2014
Geneva, Switzerland

BOOK OF ABSTRACTS

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FOREWORD BY CONFERENCE CONVENER

Dear ALAPP delegates,

Welcome to Geneva! After Cardiff 2011, Sydney 2012 and Kuala Lumpur in 2013, the University of Geneva is very honored and pleased to host the 4th International conference on Applied Linguistics and Professional Practice.

For almost two years, the local organising committee has done its best to bring together all the ingredients for a stimulating and comfortable gathering. In continuity with previous ALAPP conferences, this fourth edition aims to bring together scholars from different disciplinary backgrounds, especially language and communication research, and professional specialities (e.g., healthcare, social care, therapy, law, mediation, management, business, journalism, education). It encourages research and reflection developing interdisciplinarity, methodological diversity, inter-professional collaboration and explores the relations between language use and social practices taking place in institutional and organisational contexts.

For this 2014 ALAPP conference, special attention is also paid to the topic of Learning through and for professional practice. Professional and vocational learning is becoming a priority for governments, employer organisations, professional bodies and unions, who are concerned about developing and sustaining competent workforces and workers to meet important social and economic goals. It is also deeply shaped by discourse and by the complex range of semiotic means used by participants when engaging in professional practice. From this standpoint, issues related to vocational and professional training can be seen as a particularly relevant and fruitful terrain for exploring inter-professional connectivities between academic expertise in applied linguistics and professional experience.

In response to the call for papers, ALAPP 2014 received 340 proposals, including 16 thematic symposia. We are very grateful to the 50 members of the scientific committee who have contributed to the reviewing process and have assisted the organising committee in its tasks. Our gratitude also goes to the six keynote speakers, coming from three different continents, who accepted to share their expertise with the ALAPP community.

We wish you an exciting conference and a pleasant stay in Geneva!

Laurent Filliettaz
Chair of the organising committee

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SCIENTIFIC COMMITTEE

The scientific committee is in charge of the reviewing process and makes decisions about accepted contributions. It is composed of scholars having an expertise in the diverse and complementary areas related to the conference theme.

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Anne-Sylvie Horlacher (University of Basel)

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Rick Iedema (University of Technology Sydney)

Jérôme Jacquin (Université de Lausanne)

Elisabeth Keating (University of Texas)

Sara Keel (HESAV, Suisse)

Catherine Kerbrat Orecchioni (University Lyon 2)

Katia Kostulski (Conservatoire National des Arts et Métiers)

Marty Laforest (Université du Québec à Trois-Rivières)

Christian Licoppe (ENST - Telecom Paris Tech)

Georges Luedi (University of Basel)

Meredith Marra (Victoria University of Wellington)

Sara Merlino (University of Basel)

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Stefan Karl Serwe (Université du Luxembourg)

Gabriela Steffen (Université de Genève, IU Kurt Bösch)

Elizabeth Stokoe (Loughborough University)

Anna Claudia Ticca (ENS Lyon)

Sabine Vanhulle (Université de Genève)

Theo Van Leuuwen (University of Technology Sydney)

Diane Vincent (Université Laval)

Ruth Wodak (Lancaster University)

Stanton Wortham (University of Pennsylvania)

PRACTICAL INFORMATION

> **!** *You will find the maps of the Uni Mail building, where ALAPP 2014 takes place, in the* Conference Program

VENUE

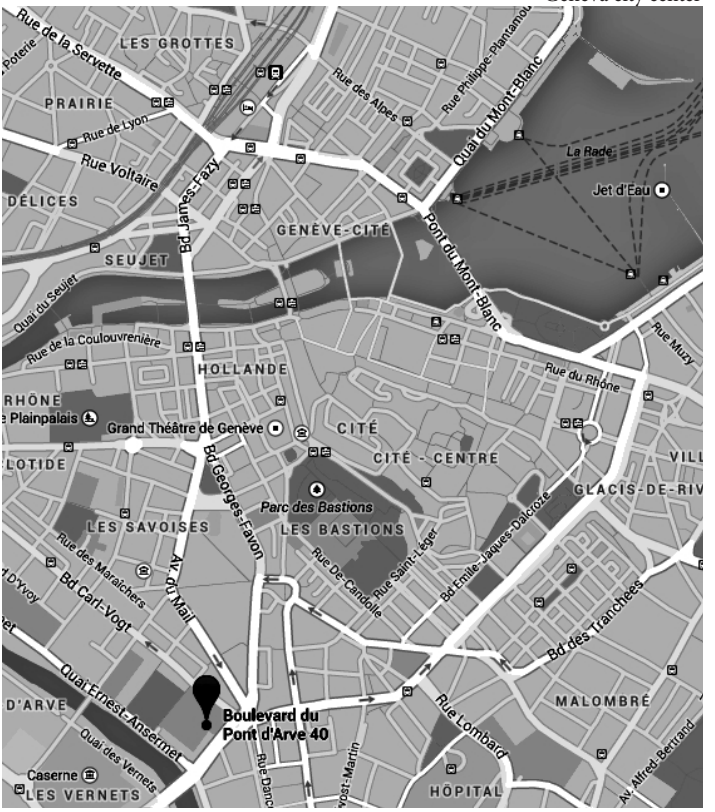
All presentations take place in the Uni Mail building, which is located in the city center (*40, boulevard du Pont-d'Arve*).

The conference venue is easily accessible by bus and tram, and is within walking distance of many hotels.

PUBLIC TRANSPORT

Geneva has an efficient and dense public transport network. Please note that most hotels provide a free public transport pass to their residents. Don't hesitate to ask for the pass at the reception of your hotel.

Geneva city center



WELCOME AND REGISTRATION DESK

The welcome and registration desk is located in the left wing of the building. Registration is open every morning before the start of the conference, and during conference activities.

LUGGAGE

There is a luggage room available: room MR 150 (please ask the welcome desk). We cannot take responsibility in the case of loss of luggage stored in the luggage room.

MONEY

The Swiss currency is Swiss Franc (CHF), but Euros are widely accepted in shops and restaurants. An ATM is available inside the building for cash withdrawal in Swiss Francs.

INTERNET ACCESS

For Wi-Fi access during the conference, ALAPP delegates may use the following username and password:

Network: *public-unige*
Username: *alapp2014*
Password: *alapp2014*

PRINTING FACILITIES

There are no on-site printing facilities. Delegates who wish to print documents may go to Uni Copy, a printer located next to the Uni Mail building, at boulevard Carl-Vogt 99.

ELECTRICITY

Please note that Switzerland uses a specific electrical outlet plug (type J) which needs an adapter even for EU devices. For more information, please visit http://www.world-standards.eu/electricity/plugs-and-sockets or go to http://ow.ly/A0vox.

MEALS AND COFFEE BREAKS

Coffee breaks are served in the main hall according to the conference program.

Lunches are included in the conference fees and are served in the Marx cafeteria, inside Uni Mail building. To access the cafeteria, *conference badges are required*.

PROGRAM UPDATE

The information contained in the Conference Program is accurate at the time of going to press. Every day, notice boards at the welcome desk will display last-minute changes and cancellations.

Please check on the boards regularly.

PRE-CONFERENCE WELCOME RECEPTION

The pre-conference welcome reception takes place on *Tuesday, September 9 at 7 pm* at the Restaurant du Parc des Bastions, located in a beautiful park next to the University of Geneva historic buildings. Two drinks plus snacks will be offered.

Parc des Bastions is located 10 min walking distance from Uni Mail (see the map on p. 8).

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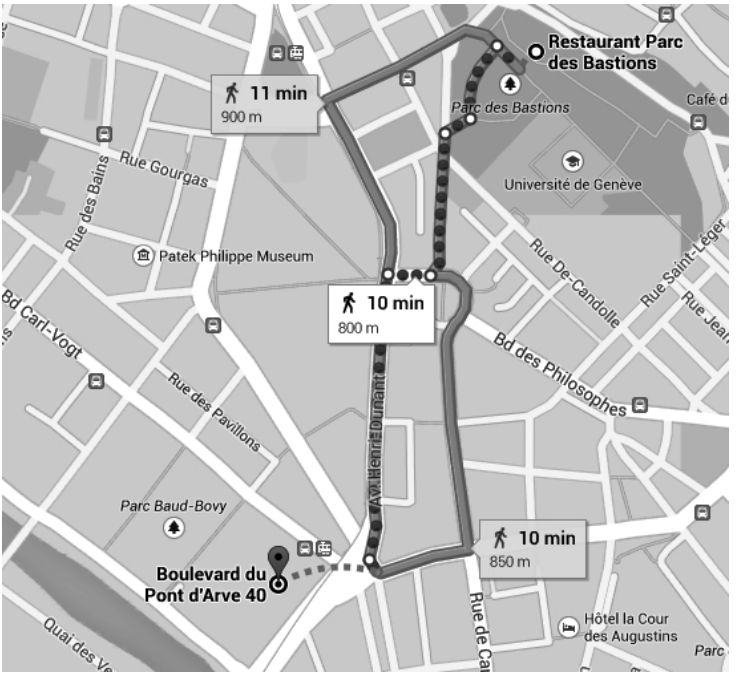
CONFERENCE OPENING RECEPTION

The conference opening reception, sponsored by Equinox Publishing, takes place on *Wednesday, September 10 from 6 pm to 8 pm* in the main hall at Uni Mail. It is included in the conference registration fees.



How to access the Pre-Conference Welcome Reception

CONFERENCE DINNER

The conference dinner takes place at the Grand Hotel Kempinski on *Thursday, September 11 at 7.30 pm*.

Grand Hotel Kempinski is located in the city center, right in front of Lake Geneva (19, Quai du Mont-Blanc; see the map on p. 9). *Registration and extra fees are required* to take part in the conference dinner. A limited number of tickets will be on sale at the welcome desk on the first day of the conference.

How to get there: you can either take tram 15 at Uni-Mail (direction Nations) and stop at Cornavin train station, then walk down to the lake side; or take tram 12 at Pont-d'Arve, stop at Bel-Air and walk on the shore of the lake. Alternatively, you can walk directly from Uni Mail to the hotel (between 30-35 min).

A gathering at the reception desk will be organized at 7 pm for those of you who want to travel in a group.

FIND A CONFERENCE ROOM

Please refer to the maps available in the Conference Program.

TECHNICAL EQUIPMENT IN CONFERENCE ROOMS

Each presentation room is fully equipped with:

- 1 beamer,
- 1 computer (PC),
- a VGA cable for laptop connection,
- an audio mini-jack.

Unless they use their own personal laptop, presenters are recommended to use Microsoft PowerPoint to support their talk. Presentations produced by any other specific software may not be running properly.

Mac users are invited to provide their own VGA adapter.

In the case of difficulties related to technical aspects, a member of the conference team will be available on each floor.

LANGUAGE OF THE CONFERENCE

English will be the main and official language of ALAPP 2014. Considering the francophone context of Geneva, contributions in *French* will also be possible. Contributors using the French language are invited to provide summaries or resources translated in English to facilitate mutual understanding. It will be assumed by the organising committee that the language of submission will be consistent with the language of presentation.

GUIDELINES FOR POSTER PRESENTATIONS

Posters will be on display in the main hall during the entire duration of the conference.

Poster boards, associated with numbers, will be provided by the organizing committee. *Poster authors are invited to display their poster on the board associated with their poster number at the beginning of the conference.*

Two Poster sessions will be scheduled during the conference:

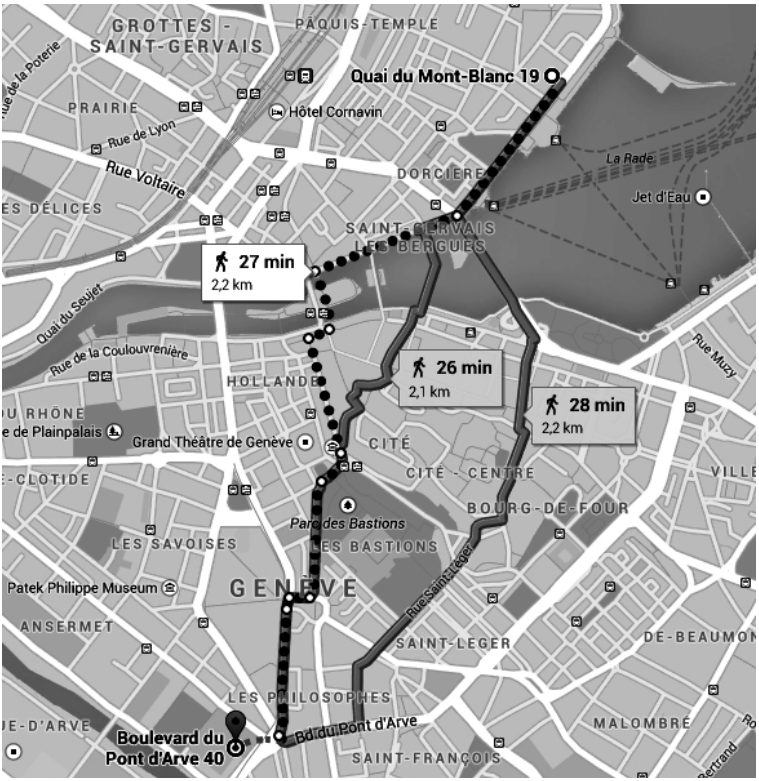
- *Wednesday, September 10* from 5.30 pm to 6 pm.
- *Thursday, September 11* from 1 pm to 1.30 pm.

At these times, poster authors are invited to be present near their poster so that conference delegates can meet and discuss with poster authors.

Participants are expected to print their own poster. There will be no on-site facility provided by the conference organizing committee for printing posters.

Poster format should be A0 (84 x 120 cm) and vertical. A poster presentation includes one single poster.

How to access the Conference Dinner



GUIDELINES FOR INDIVIDUAL PAPER PRESENTATIONS

Individual paper presentations last 30 min, including 20 min of presentation and 10 min for questions/answers and discussion.

Individual paper sessions are self-regulated: it is expected that *the presenter of the final paper in each session will act as the designated Chair*.

Chairs of individual paper sessions are expected to keep time allocation throughout the presentations, to introduce presenters by name and to facilitate the discussion.

In the case of a last-minute cancelation within a session, it is recommended that the schedule of the session remains as indicated in the conference program. This is to facilitate mobility across parallel sessions and to avoid unanticipated changes in the conference program.

Presenters of individual papers are recommended to get to their presentation room at least 10 min before the start of the session in order to sort out technical details and to coordinate with other contributors.

Presenters are strongly recommended to take part in the entire session in which they are delivering their individual paper.

GUIDELINES FOR THEMATIC SYMPOSIA

Thematic symposia last 120 min. They include 3 to 4 contributions and a final discussion.

Chairs and discutants have been nominated by the conveners of the thematic symposia. The timing and internal organization of each thematic symposium are placed under the responsibility of the chair(s) and may differ across sessions.

Each symposium has been designed as a coherent thematic unit. It is recommended that contributors and participants attending a symposium take part in the entire session.

Contributors involved in a thematic symposium are advised to get to their presentation room at least 10 min before the start of the session in order to sort out technical details and to coordinate with other contributors.

VISIT GENEVA

For useful information about Geneva, its surroundings, and possible activities, please visit Geneva Tourism website at http://www.geneve-tourisme.ch/en/home or go to http://ow.ly/A0vP2.

ABSTRACTS

KEYNOTE SPEAKERS

AKKERMAN, SANNE
Utrecht University

Sanne Akkerman is Associate professor at the Department of Education, Utrecht University in the Netherlands. Her interests relate to the role of social interaction in learning and identity development of students and professionals, and the way these processes take place at individual, group and institutional levels. A large part of her empirical work has focused on boundary crossing and transitions, referring to collaboration between and movements across different social and institutional practices. Empirical studies include international academic collaboration and inter-university collaboration projects, school-work transitions during apprenticeships in teacher education, medical education and vocational education. Her research is guided by a dialogical and socio-cultural perspective on cognition and activity. Sanne Akkerman recently conducted a literature review on boundary crossing and boundary objects and organized a special issue in order to capture this emergent field of research in learning sciences (Akkerman & Bakker, 2011a, 2011b). Besides these educational themes, her focus has been on developing and improving the rigor of qualitative methodologies.

Title of keynote address
Crossing boundaries within and beyond a professional practice

Abstract
In my talk I want to reconsider the way we look at and understand a professional practice. I want to begin arguing that many professional practices are increasingly multi-voiced and multiple, in the sense of incorporating various, culturally and historically different professional systems simultaneously. The question I want to address is how we can conceptualize this situation, moving beyond the still dominant "singular" approach in research on professions. Relying on literature on boundary crossing, I interpret the impact of multi-voicedness and multiplicity in professions on daily work as both challenging and as offering potential for development.

Two empirical case studies are presented in more detail, including an academic professional development school partnership, in which a research institute, a teacher education department and five primary schools collaborate for five years and, an inter- university research project, where four research groups collaborate in order to realize theoretical innovation. Indirectly, both cases indicate how multiplicity of a professional practice also concerns our own profession: science.

By presenting these case studies, I want to point out what I see as the main methodological challenges in understanding boundary crossing in professional practices, discussing:

(1) boundary crossing as including development at institutional, interpersonal, and intrapersonal level, as well as interactions between these levels;
(2) the intra-personal level as unpredictable in terms of units of analysis, and
(3) dialogicality as creating continuous movement beyond what is directly observable.

KEATING, ELIZABETH
University of Texas

Elizabeth Keating is Professor of Anthropology at the University of Texas at Austin, where she has also held the position of Director of the Science, Technology and Society Program. Her research interests include how people integrate communication and participation technologies into their everyday lives, computer-mediated communication, virtual collaborative work practices, societal impacts of technological and scientific innovations, language and hierarchy, language and space (including professional work spaces and computer gaming spaces), sign language, multimodality, cross-cultural engineering design collaborations, globalization and culture, and discourse and culture. She has conducted fieldwork in Micronesia, Germany, and the U.S. deaf community, and in work settings in Romania, India, Brazil, and the U.S. She is the author of Power Sharing: Language, Rank, Gender, and Social Space in Pohnpei, Micronesia (Oxford) and has published papers on a variety of interrelated topics in language and technology. She is past editor of the Journal of Linguistic Anthropology.

Title of keynote address
Communication and Culture: Collaborating in Technology-Mediated Work Spaces across Four Continents

Abstract
Due to recent innovations in technology, work settings for many people now include conversations with others a world away, at work in cultural systems they have little familiarity with. A journey through multiple time zones and interpretive zones, which is made in seconds, presents professionals with strikingly different habits of thought and styles of collaborating. Although people are surprisingly agile in adapting to new technological environments, adapting to new sites of cultural contact has proven more challenging than resolving the technological how-to of initiating and sustaining technologically enhanced multi-cultural meeting places. This talk addresses some challenges of successful communication in cross-cultural virtual work settings. I report on findings from a three year study of engineers working together from four continents to design complex industrial processing plants. The engineers found that their different communication habits and values were more significant than they supposed, and conflicts emerged from different ideas of how to get the job done. Though all the engineers had all mastered complex skills in engineering modeling, for example, predicting interactions between fluids and shapes of pipes that carried them, or concrete foundations and certain soils, they struggled to develop similar common understandings about processes such as beliefs about the nature of a person, or locally relevant ways to promote one's idea or check others' understandings, or ways to disagree. They had problems with identity, with different expectations of acknowledgment and approval, and with indirect forms of communication. They suffered from a frequent lack of visual communication cues. Some of the key aspects of their successful cross cultural collaborative work included negotiating validation procedures, teaching others in non--threatening ways, and mastering different systems of identity recognition.

I analyze interviews with the engineers as well as their spontaneous language use in technologically-mediated cross-cultural and cross-continent team meetings. I use this data to show examples of unfolding sequences of miscommunications which led to costly errors, and the role of culture, communication and technology in virtual team work. The weekly meetings were designed to coordinate knowledge states, to critique procedures, and to plan.

It is becoming increasingly common to work and play in technologically-mediated spaces, spaces which transgress cultural and geographical boundaries in ways that used to be difficult to even imagine. New possibilities for participation and innovation continue to be invented and made widely available. Using data from the engineers engaged

in virtual design collaborations in cross cultural telecommunication settings, I show how participants in technologically-mediated work settings must negotiate communication principles, roles and relationships, repair misunderstandings, and transfer knowledge. The talk particularly focuses on the role of language and culturally appropriate uses of language in relationship maintenance, hierarchical vs. egalitarian organization, and personhood, as well as mechanical attributes of technologically-mediated communication and interpretation. Knowledge and value conflicts, goal conflicts, miscommunication, and assumptions about others' points of view are common and persistent. As people design their actions to be interpreted by others, new audiences and technologies play a key role in shaping behavior.

MARRA, MEREDITH
Victoria University of Wellington

Dr Meredith Marra has been a core member of the Wellington Language in the Workplace Project team since 1998. She is a Senior Lecturer at Victoria University of Wellington where she teaches a range of courses in sociolinguistics from first year to PhD level. Meredith's primary research interest is the language of business meetings, and she has published in the areas of humour, gender and ethnicity in workplace interactions in Language in Society, the Journal of Pragmatics and Text & Talk. From 2006-2008 she was Associate Investigator on "Effective Leadership in Māori and Pākehā organisations", a project funded by a Marsden grant from the Royal Society of New Zealand. Most recently her research has tracked skilled migrants as they enter the New Zealand workforce. She is co-author of Leadership, Discourse and Ethnicity (2011, Oxford University Press) and co-editor of Constructing Identities at Work (2011, Palgrave Macmillan).

Title of keynote address
The talk between: Preparing for transitions at work

Abstract
Mobility is now an endemic feature of working lives. Crossing boundaries into new jobs, new industries, new communities, and even new countries, entails a complex mix of interactional challenges and opportunities. As discourse analysts working with naturally-occurring data, our findings have the potential to offer practical advice on interactional norms to those entering new workplace contexts. Typically, however, our research has focussed on core business events, and the data used for analysis has been collected within intact working groups. But talk at work is more than an amalgamation of discrete discourse activities based on a set of standard interactional norms. In this talk

I argue for the relevance of transitions as a necessary research focus to enhance ongoing researcher-practitioner dialogue, including transitions between topics and activities, transitions between communities, and transitions across national borders.

MONDADA, LORENZA
University of Basel

Lorenza Mondada is currently professor for linguistics at the University of Basel – after having worked for the University of Lyon/ICAR CNRS lab for about 10 years. Her research deals with social interaction in ordinary, professional and institutional settings, within an ethnomethodological and conversation analytic perspective. She is interested in how linguistic resources are not only used but also configured and transformed in interaction, as well as in how the situated and endogenous organization of social interaction draws on multimodal resources such as, beside language, gesture, gaze, body posture, body movements and objets manipulations. Her work has explored a diversity of settings (surgical theatres, architectural practices, meetings, family meals, encounters in public spaces, call centres, etc.) on the basis of video recordings of naturally occurring activities. She has extensively published in Journal of Pragmatics, Discourse Studies, Language in Society, ROLSI and co-edited various collective books (among others Knowledge in Interaction, with T. Stivers and J. Steensig, CUP, 2011; Mobility in Interaction, with P. Haddington and M. Nevile, De Gruyter, 2012 ; Video at Work, with M. Broth and E. Laurier, Routledge, 2013) and special editions (among others Assessments in Social Interaction, ROLSI, 2009, with A. Lindström).

Title of keynote address
Asking questions in the operating room: Constrained opportunities for learning during surgical procedures

Abstract

Many professional settings are organized in such a way that trainees participate to ongoing tasks and procedures, being associated to the work in fieri and having the occasion to ask questions in the course of the activity,

as the latter unfolds moment by moment.

Within the framework of ethnomethodology and conversation analysis, as well as workplace studies, this talk focuses on this kind of context in a surgical department of a university hospital, in which advanced trainees watch an operation in real time and have the opportunity to ask questions to the operating surgeon. Although the trainees are at distance – following the operation in an amphitheater thanks to a CCTV device recording live the procedure occurring in a separate room of the hospital – they participate to the operation moment by moment by being able to discuss live with the surgeon. These operations concern actual patients with actual pathologies but, being broadcasted to an overseeing audience, they are also commented live by the surgeon, who thereby both engages in doing the operation with his team and demonstrating the anatomy and commenting on the procedure for the audience.

On the basis of a rich corpus of videotaped surgical operations, the talk is interested in when it is relevant to ask questions. The sequential position of inserted Question/Answer sequences within the course of the surgery is practically identified both by the operating surgeon and by the members of the audience. The surgeon might offer a space where questions can be asked. A trainee might initiate a Q/A sequence at some point. The moments at which these switches from the operation to a teaching/learning exchange take place are analytically interesting, because they reveal how participants orient to the insertion of a learning opportunity as being possible, relevant, adequate, and safe within a particular moment in the operation or a transition within the procedure. By initiating a question at a particular point of the operation, the trainee can display a form of professional competence and professional vision. Reversely, the 'misplacement' of a question – as revealed by several summons addressed and not responded to by the surgeon, by delayed responses, by postpositions of the sequence and even by refusals to answer – displays that the moment is inadequate and even risky and exhibits possible incompetences (both at the surgical and at the interactional level).

In this sense, the creation of opportunities to learn is related to the very possibility of competently engaging in different forms of multiactivity – in which several types of actions can be achieved at the same time. This tells us something about the constraints governing the emergence of learnables in the course of an activity, as well as about the organization of work in recognizable and significant moments.

SARANGI, SRIKANT
Aalborg University

Srikant Sarangi (MA, MLitt, PhD, AcSS) was until recently Professor in Language and Communication and Director of the Health Communication Research Centre at Cardiff University, Wales, UK (www.cf.ac.uk/encap/research/hcrc). He is also Professor in Language and Communication at Norwegian University of Science and Technology (NTNU), Trondheim, Norway; Honorary Professor at the Faculty of Humanities, Aalborg University, Denmark; Visiting Research Professor, Centre for the Humanitites and Medicine, The University of Hong Kong; and Visiting Professor at the Faculty of Languages and Linguistics, University of Malay, Kuala Lumpur, Malaysia. In 2012, he was awarded the title of 'Academician' by the Academy of Social Sciences, UK. His research interests are in discourse analysis and applied linguistics; language and identity in public life and institutional/professional communication studies (e.g., healthcare, social welfare, bureaucracy, education etc.). He has held several project grants (Funding bodies include The Wellcome Trust, The Leverhulme Trust, ESRC) to study various aspects of health communication, e.g., genetic counselling, HIV/AIDS and telemedicine. The other areas of healthcare research include communication in primary care, palliative care, with particular reference to assessment of consulting and communication skills.

Title of keynote address
Situated communication ethics and the epistemology of professional practice

Abstract
Contemporary professional practice, in the healthcare domain for example, is embedded in scientific expert knowledge but is also routinely mediated by four major interlocking and competing trends – bureaucratisation, marketisation, technologisation and humanisation. As far as everyday healthcare practice is concerned, it then becomes untenable to confront situations and cases characterised by uniqueness and uncertainty through an over-dependence on scientific expert knowledge which is rooted in positivist technical rationality. Within the general ethos of post-normal science marked by a reversal of status of 'scientific facts' and 'moral values', the recent calls for (re)humanising healthcare accentuate the relational, reflective, communicative dimensions of client-professional encounters. In outlining a proposal for 'communication ethics', my point of departure is 'situated ethics' in juxtaposition to 'principles-based ethics' as a way of dealing with the contingent, complex healthcare communicative environments involving providers, clients, carers etc. The proposal for 'situated communication ethics' needs to pay particular attention to the topography of discourse types vis-à-vis participation structure and role-sets, while acknowledging the unintended consequences of communicative acts/actions. I illustrate my argument with exemplars of neutrality in mediation, client-centredness in psychotherapy and non-directiveness in genetic counselling.

STOKOE, ELIZABETH
Loughborough University

Elizabeth Stokoe is Professor of Social Interaction in the Department of Social Sciences, Loughborough University, UK. She studies social interaction across a variety of everyday and institutional settings, using conversation analysis and membership categorization analysis. These settings include simulated interaction, neighbour mediation, telephone calls to mediation helplines, classroom education (in higher education), police interrogations, dating, and friendship groups. She has recently developed a training method called the 'Conversation Analytic Role-play Method' (CARM) and has run over 80 workshops with mediators and the police, across the UK, Ireland and the USA. Alongside CARM, she has studied the similarities and differences between role-played, or simulated, interaction, of the kind found in typical communication skills encounters, and the actual interaction that training is meant to mimic.

Title of keynote address
The Conversation Analytic Role-play Method

Abstract
In this lecture, I will describe the basics of conversation analysis and an analogy I have recently been using to understand our interactional encounters: the conversational racetrack. I will describe an application of conversation analysis and the evolution of CARM, the Conversation Analytic Role-play Method. CARM is an approach to communication training that can be adapted to any sort of workplace or institutional encounter. In contrast to traditional role-playing techniques, which have shown to differ from the actual encounters they seek to mimic and provide practice for (Stokoe, 2013), CARM uses animated audio- and video-recordings of real-time, actual encounters as the basis of its training technique. It is, first and foremost, an approach based on conversation analytic evidence about the sorts of problems and roadblocks can occur in interaction, as well as the techniques and strategies that best resolve these problems. These practices are identified by analysing the endogenous practices of people as they do their communicative work. I will describe CARM's distinctive practices and steps, pathways to professional accreditation, and subsequent impact in professional development across organizations. I will also explain how to use evidence from the 'natural experiments' of conversation to discover what works in written forms of communication, which underpins a 'CARM-Text' strand of work. CARM provides a unique opportunity to discuss and evaluate, in slow motion, actual talk as people do their jobs. It also provides an evidence base for making decisions about effective practice and communication policy in organizations.

THEMATIC SYMPOSIA

SYMPOSIUM 1

SEMANTICS AND DISCOURSE OF PROFESSIONALIZATION

CHAIR
Aggeler-Hainault, Laurence
Université des sciences appliquées de Zurich (ZHAW)

DISCUSSANT
Arcidiacono, Francesco
Haute École Pédagogique de Berne

Since the turn of the millennium we have been observing a process of professionalization in various fields of work, e.g. in nursing, facility management, translation business, or public teaching. In these and many other professional areas people can only practice their jobs after training in universities of applied sciences or universities of teacher education. An academic qualification, be it a bachelor's or master's degree, or at least a certificate of advanced studies, is standardly required to qualify for prac-tice. This emerging concept of tertiary education, which is both research and practice oriented, creates new professional identities, new role perceptions, new requirements for becoming members of certain professional communities. This professionalization process is embedded in discourses that figure different players and stakeholders (e.g. politicians, lecturers, students, experienced professionals), who have different perceptions and beliefs concerning what should be understood by professional practice.

In our symposium, we would like to shed some light on the dynamics of this discourse from three different perspectives: Firstly, Patrick Studer analyses discourses in relation to evaluation practices in higher education that form the backdrop to disciplinary membership in teacher training. Looking at grade reports written by thesis supervisors in universities of teacher education in Switzerland, the study critically discusses perceptions of disciplinarity as expressed in supervisors' judgments of the quality of student research work. Secondly, Marcel Eggler analyzes institutional policy documents with respect to the semantics and logic of argumentation for a theory-based teacher education. Based on the argumentation theory developed by Stephen Toulmin, the paper focuses on the logical transition between theory and practice as two contradictory claim warrants. It is assumed that there are seman-tic vagueness and argumentative gaps that illustrate the challenge that actors are confronted with in reconciling the contradiction between theory and practice. Thirdly, Gertrud Hofer discusses problems that arise in situations where little theoretical reflexivity is found. Using a corpus of authentic doctor-patient interactions which are mediated by untrained interpreters, the paper reveals that the absence of professional identity potentially leads to mis-representations and misunderstandings between doctor and patient. The paper concludes by exploring the idea of reflexive 'theoretical' training for untrained interpreters.

The three papers emphasise the importance of theory-based reflexivity based on the discourses surrounding the contradiction between theory and practice.

PROFESSIONAL MEMBERSHIP AS A CRITERION IN GRADE REPORTS OF FUTURE TEACHERS' BACHELOR'S THESES

Studer, Patrick
Zurich University of Applied Sciences, ZHAW

In the course of professionalization, Swiss teacher training colleges have undergone major changes in the way research-based learning has been integrated into their degree programmes (e.g. Hammersley 2007; Tremp 2005; Dirks and Hansmann 2002). Key elements in research-based learning are the various forms of academic writing assignments students have to fulfil in the course of their degree programmes (e.g. final theses, seminar papers, practice reports). These writing assignments should demonstrate the ability of students to conduct and adequately document research projects in their fields of study. The quality standards underlying these assignments are usually laid down in institu-tional documents, notably competence

standards, module and curriculum descriptions, or writing and evaluation guidelines. While in theory the same standards apply to all institutions offering national teacher training programmes, teacher training colleges in Switzerland, especially across language areas, differ widely with respect to the implementation and translation of these standards into practice. This problem is currently being investigated in the framework of the SNSF project entitled "La professionnalisation de la formation des enseignants: le cas de la Suisse."

Based on a document corpus consisting of grade reports of student bachelor's theses, this paper takes a closer look at the ways thesis supervisors include their judgments of students' professional abilities into the discussion of the final grade of a thesis. The paper assumes that thesis supervisors make explicit or implicit reference to students' professional abilities through the concept of reflexivity, i.e. the students' systematic reflexive behaviour with regard to the theoretical and practical relevance of their work. The paper further assumes that thesis supervisors are likely to favour certain forms of reflexivity over others, thus reinforcing particular representations of disciplinarity. Assuming that "accounts and attributions of disciplinarity appear to be highly 'occasioned" (Ashmore, Myers, Potter 1995: 341), the paper aims to reveal thesis supervisors' boundary-work when they construct disciplinarity in their evaluation reports. Boundary-work is here understood as an ideological style in which science is "made to look empirical or theoretical, pure or applied" (Gyerin 1983: 781).

The grade reports are analysed with respect to the students' boundary-work evident in macro- and micro-textual choices supervisors make when stating their cases. Focusing on instances where boundary-work appears in the corpus, the analysis seeks to describe, in qualitative-hermeneutic terms, the pragmatic purpose of these instances and their meaning in the context of professionaliza-tion. For this purpose, a classification system will be developed that describes boundary-work types drawing from analytic categories such as speech acts, face threatening acts, or positioning. In particular, the analysis focuses on inconsistencies or disruptions in the lecturer's argumentative logic, which indicates potential contradictions and conflicts with perceived institutional norms.

ARGUING FOR THEORY

Eggler, Marcel
Zurich University of Applied Sciences, ZHAW

Professionalization of teacher education in most of the Swiss teacher training colleges is understood as a theory oriented process. In this context, the relation between theory and practice in teacher train-ing being re-defined at the moment, and as such is controversially debated. The two main questions in this discourse are: (1) What kind of theory and (2) how much theory are appropriate and useful for future teachers? These questions evoke highly explosive lines of argumentation. Especially very expe-rienced professionals who consider themselves to be "downright practitioners" are on bad terms with "theory", and they are hardly willing to represent their business also as "theoreticians".

On the basis of a corpus of policy documents (such as module and curriculum descriptions, writing and evaluation guidelines), developed at Swiss universities of teacher education, this paper aims to answer the question what arguments back up the claim for more theory and for a specific kind of theo-ry. For that purpose a classical argumentation analysis according to the example set by Stephen Toulmin (2008 [1957]) and his "followers" (Eggler 2006, Bubenhofer 2009; Kopperschmidt 1989; Kienpointner 1992) is needed. From the logical point of view, the discursive antagonism analyzed in this paper takes place in the inductive zone of the argumentation, between the two warrants "More practice!" and "More theory!" and the corresponding backing arguments (in Toulmin's terminology). From the historical perspective it is about the controversy between "cognitive apprenticeship" (Collins, Brown, Newman 1987; Hasselhorn, Potter 2009) and growing teacher education with an emphasis on "reflexivity". Based on pragmatic theories on inference (Levinson 1983; 2000) and coherence (Nuss-baumer 1991;

van Dijk 1980), this type of deconstructing analysis, which aims to discover what is real-ly meant by what is said, is also closely linked to critical discourse analysis (e.g. van Dijk 2007).

A first look at teacher education policy documents shows that we can often find semantic inconsisten-cies as well as semantic vagueness and semantically empty positions in the backing transition from practice to theory. The claim for theory is not always backed up sufficiently and reveals to be rather a declaration of intent than a formulation of the policy which is currently being implemented. So, we can frame the following hypothesis: The fight for the accurate warrant has not been decided yet; the dis-cursive semantics of the backing arguments for "More theory!" can still gain in depth and coherence, on the interinstitutional level as well as in the institutions themselves.

THE IMPORTANCE OF BEING TRAINED

Hofer, Gertrud
Zurich University of Applied Sciences, ZHAW

In the 21st century health care professionals frequently need an interpreter for their interviews as their patients do not understand and speak the language of the country they live in or not well enough for the communication in medical settings. Health-care providers ask questions, give answers, explain therapies, while patients tell their symptoms and their sorrows. They are also free to ask questions. The interpreters have to make sure they render every utter-ance adequately from one language to the other in an adequate speed: meaning, register, terminology as well as the purposes and the concepts behind the questions and answers. Interpreting is obviously a very demanding activity, especially as there are delicate and often highly emotional matters involved. Numerous studies worldwide identify problems in medical interactions when interpreters are involved. Omissions, additions, summarizing, role ex-change and other modifications of the original discourse are described (see e.g. Aranguri et al 2006, Hale 2007, Pöchhacker 2007). Thus, the presence of interpreters frequently chang-es the content of utterances.

This presentation will report on an empirical study (2010 – 2012) based on authentic data from the University hospitals in Basel and Zurich as well as from the Inselspital Berne. The aim of this study is to show how interpreters process the video-taped discourse materials on the basis of 19 interactions. In this study, interpreted-related issues in all of these interactions have been assessed by health care providers as well as linguists. Besides interpreting with professional competence, the analysis shows omissions and other alterations to the original source texts resulting in changes of relevant information, meaning, special knowledge and emphasis. Interpreters may omit for instance a diabetic patient's emphatic narrative of pain in the feet or mistake the uterus for the stomach. Quite often small talk is omitted which could have enabled the relation between patient and health care providers – all these changes may be crucial for the diagnosis or treatment, and the patient's health (Butow 2011, Flores 2005).

Training is indispensable. On a national as well as on an international basis, there are vari-ous concepts and training programmes (Hale 2007). Close linguistic analysis of the data points to the need to increase the awareness of difficulties posed by interpreted interactions including the controversy over the role(s) of interpreters (Davidson 2000). However, the prob-lems do not always lie with the interpreters. Health care providers may have different notions of interpreting which may complicate the process of interpreting even more (Aranguri et al 2006). If medical interpreting is to be professionalized, there have to be systematic research-based training programs that cover issues surrounding the theory and practice of medical interpreting (Gile 2009): e.g. special knowledge, terminology as well as interpreting compe-tence. Furthermore, interpreters as well as health care providers should be trained as to the perception of roles and the specifics of the process of medical communication and interpret-ing, so that health care providers and interpreters can work as a professional team, for the patients' benefit.

SYMPOSIUM 2

ON MICRO-/MACRO-, WRITTEN-/SPOKEN- AND OTHER ANALYTICAL BINARIES. TOWARDS UNPACKING THEORIES AND METHODOLOGIES FOR THE STUDY OF 'IDENTITY' IN HEALTH CARE RESEARCH

CHAIRS
Angouri, Jo
University of Warwick, UK

Locher, Miriam A.
University of Basel, Switzerland

DISCUSSANT
Mondada, Lorenza
University of Basel, Switzerland

The relationship between language and identity and the (sub/conscious) choices "in which people reveal both their personal identity and their search for social roles" (LePage & Tabouret-Keller, 1985:14) has traditionally been a key area of interest in socio/applied linguistics. In the younger field of workplace/institutional discourse research on personal and professional identities has grown considerably over the past 20 years. What researchers understand by the identity notion however, has immediate implications for the kind of methodologies that will be used and, subsequently, data that will be collected.

Seeing language as playing and important part in the dynamic and evolving nature of identity, constructed and negotiated in discourse, is in line with the social constructionist paradigm and matches the field's focus on and preference for collecting and analysing naturally-occurring interactions. There are, however, different schools of thought with distinct traditions in collecting, analyzing and interpreting data. Moving above a purist's stance to research methodology, the aim of this panel is to focus on work in the area of health care discourse and to problematise the rationale guiding the researchers' choices as well as the affordances and limitations of each approach. We draw on the lived experience of designing and carrying out research in the area, handling diverse research questions and working with practitioners and colleagues from other disciplinary fields. We reflect on the lessons learned and the implications of combing methods and methodologies for answering complex questions on the multifaceted notion of identity.

The three papers draw from examples of recently completed/on-going work and present a range of different approaches to the study of identity construction. Bezemer will present his work on the formation of identities of surgeons, surgical trainees, medical students and nurses in the operating theatre. He employs a multimodal perspective to work out the different identities that emerge when participants engage in different activities such as 'small talk', 'operating', 'teaching', etc., taking into account not only linguistic but also other means of positioning (e.g., placement of bodies, dress, gesture, gaze). Schnurr & Zayts argue for mixing methodologies and for treating the different sources as equal and fluid when studying the complexities of identity construction in order to get a more rounded picture of the multiple and at times contrasting identities which the health practitioners construct in their data. Rudolf von Rohr, Thurnherr & Locher turn to written texts produced in health practices (email counseling, smoking cessation websites/fora, medical reflective writing texts) and demonstrate how acts of positioning can be studied in order to develop an understanding of the complex dynamics of the written texts. Finally, Mondada, an expert in the study of communication in health contexts from the perspective of Conversation Analysis, will discuss the papers.

IDENTITIES IN THE OPERATING THEATRE: A MULTIMODAL PERSPECTIVE

Bezemer, Jeff
Institute of Education, University of London

In this paper I explore the formation of identities in a site of learning and work. Drawing on several years of field work in the operating theatres of a major hospital in London

and video-recordings of interactions around the operating table I examine encounters between surgeons, surgical trainees, medical students and nurses from a multimodal perspective. The aim of this theoretical and methodological perspective is to recognize the range of different meaning making resources involved in identity construction. Thus I analyse talk alongside the placement of bodies in the operating theatre, dress, gesture, gaze, and so forth. In so doing I render visible a variety of different identities being performed as participants shift between 'small talk', 'operating', 'assisting', 'observing', 'teaching', 'managing', et cetera.

To give one example, consider some medical students standing around an operating table. The operation that is taking place is a 'laparoscopic' procedure, which means that the surgeon uses a video camera to look inside the patient's body. Surgeon and medical students are all looking at a screen projecting the view of the laparoscope. Now the operating surgeon says, 'That's the liver', at the same time as he is pushing the patient's liver to one side. The surgeon's pointing and naming suggests that the he has designed an environment for the students to engage with, in which the surgeon 'performs', and the students 'watch'. This social/pedagogic relation is visible in other modes, such as dress for instance: the surgeon wears a gown, allowing him to enter the sterile zone around the patient, while the students wear 'scrubs'. It is evident in room layout and the positioning of participants: the surgeon is positioned at the centre of the operating theatre and stands centrally at the operating table; the students are placed somewhat more peripheral to the operating table. And there is a differential use of modes: the surgeon speaking and pointing, the students remaining silent and holding their hands behind their backs. All these are markers and indicators of 'position', and, in that, of identities: whether these are already well-established or, as here, 'in the making'.

In the paper I will provide detailed accounts of 1-2 encounters along the lines illustrated here.

COMBINING THE MACRO, MESO AND MICRO IN IDENTITY RESEARCH IN HEALTH CARE INTERACTIONS

Zayts, Olga
University of Hong Kong

Schnurr, Stephanie
University of Warwick

In recent years there has been a splurge of sociolinguistic research that draws on authentic interactional data in various healthcare contexts. The typical practice in this research is to supplement the primary data with other sources (e.g. ethnographic data, such as participant observation or interviews) in order to obtain further contextual information about participants, their CoPs, etc. In this paper we wish to challenge this categorical dichotomy of 'primary' and 'secondary' data and call for a more inclusive approach to collecting, analyzing and treating discourse data. We argue that because different kinds of data provide different insights into the phenomenon under investigation and thus produce a more rounded and more nuanced picture, they are particularly crucial for research on the complex and often contradictory processes involved in identity construction.

In our previous work on identity construction in business workplaces (Schnurr and Zayts, 2013) we have shown that participants often construct multiple and sometimes contrasting identities. Methodologically, these complex processes can be identified and traced by analyzing and comparing the ways in which people talk about what they do (in the interviews) and the ways in which they actually do things (as reflected and enacted in their authentic business interactions).

Drawing on data collected as part of three large-scale research projects in different healthcare settings involving different kinds of healthcare professionals, we illustrate some of the benefits of combining different data sources and of treating the boundaries between these different sources as 'fluid'. Such an approach enables researchers to

approach the complexities of identity construction from the macro, the meso, and the mirco levels: on the macro level it provides insights into the social processes, regulations, expectations; on the meso level it captures the institutional practices and norms that impact on interlocutors' identity construction; while the micro level shows the interactional details through which identities are negotiated and constructed as an interaction unfolds. We argue that all three perspectives (derived from different data sources) crucially contribute to gaining a fuller and more nuanced picture of the intricacies of identity construction, and assist the researcher in minimizing the different pitfalls associated with individual types of data (such as the observer's paradox in interactional (micro level) data, and the role of the interviewer as a co-constructer and co-participant in interview data).

STUDYING IDENTITY CONSTRUCTION IN WRITTEN HEALTH PRACTICES WITH A MIXED METHODOLOGY APPROACH

Thurnherr, Franziska
Rudolf von Rohr, Marie-Thérèse
Locher, Miriam A.
University of Basel

In this paper we report on the application of a number of methodologies in order to study identity construction in written health practices. The data used are from the projects "Language and Health online" (http://language-health-online.unibas.ch) and "Illness Narratives" (http://illness-narratives.unibas.ch/), both dealing with written health practices. We investigate online smoking cessation sources, email counselling and medical students' reflective writing, all from a UK context. We adopt a socio-constructivist stance inspired by Bucholtz and Hall (2005), who have developed a comprehensive framework for the analysis of identity. Even though they implicitly include written modes, their examples for indexical mechanisms are largely based on spoken data. We consider written exchanges as being part of a dialogue and argue that they should be examined with audience design, style, and interpersonal pragmatics in mind.

Our approach is informed by discourse analysis and corpus linguistics, by combining a content analysis (discursive moves that make up the texts as well as emerging identity roles) with linguistic analysis of particular text passages. First, a data-driven content analysis reveals the speech activities participants use. The nature and distribution of speech activities give us insight into identity construction of participants as we know what participants "do" in their text. Second, by focussing on the linguistic realisation of speech activities, we can observe indexical structures. To ensure validity and reliability of analysis, data excerpts are initially coded by the main researchers and subsequently tested by additional coders. These qualitative and quantitative steps are enriched with discussions with the people who are connected to the production of the texts (e.g. the counsellors of the email consultations or the teachers who are responsible for the communication modules for which the medical students write the reflective writing task). We argue that a mixed method approach allows us to uncover specific patterns of identity construction, such as the carefulness in which the authors present themselves in different lights (student of medicine versus novice doctor; client in need of help versus client taking charge; nicotine addict versus expert on quitting). Such findings can be transferred to healthcare practitioners, giving illustrations of the dynamics of identity positioning in written texts.

SYMPOSIUM 3

INTERACTIONAL COMPETENCES IN INSTITUTIONAL PRACTICES: MECHANISMS OF LEGITIMATION IN THE WORKPLACE

CHAIR
Bangerter, Adrian
University of Neuchâtel, Switzerland

DISCUSSANT
Stokoe, Elizabeth
Loughborough University

The ability of young people to communicate effectively in a variety of educational and professional settings is an increasingly important factor for social integration and academic and professional success. But little is known about the specific requirements of educational and professional institutions regarding young people's communicative abilities, especially about their capacity to engage in spoken interaction with others. Based on a qualitative interdisciplinary research design, the IC-You (Interactional Competences in Institutional Practices: Young People between School and the Workplace) project investigates key moments in the social trajectories of young people: obligatory and post-obligatory schooling, professional training, job interviews, speech therapy sessions and the first steps into work life.

The project pursues three main lines of investigation. The first concerns the concrete institutional demands and expectations that school and the professions put on young people's interactional competences? The second focuses on mechanisms through which young people's interactional competences are explicitly and implicitly assessed on their path towards the world of work and adulthood? The third investigates possible (dis)continuities between key moments of young people's trajectories within different institutions.

In this symposium, we focus on deployment, evaluation and legitimation of interactional competences in workplace contexts. Interactional competences are practical procedures (e.g., of turn-taking, story opening, disagreeing) by which everyday work activities get accomplished. It is via these procedures that participants in an interaction coordinate their actions, guide each other, accomplish roles and relationships and give their encounter features of typicality, objectivity and normality which make it transcend the here and now. As such, they offer an analytical window on the social construction of institutional order, especially on how young people negotiate this order and the mechanisms by which they are socialized into institutional procedures. To do justice to these phenomena, it is necessary to study the deployment of interactional competences in specific institutional contexts. We thus adopt a research strategy focusing on detailed qualitative micro-analysis of social interactions as they unfold in real time in natural work settings. Our analyses focus on the collaborative processes by which competences are displayed by young people and evaluated and legitimized by institutional representatives.

The first paper by Paloma Corvalan, Adrian Bangerter, and Simona Pekarek Doehler investigates how young candidates narrate stories in the job interview. The second paper by Marianne Zogmal and Stefano Losa focuses on vocational education and explores specific aspects of interactional competences student workers have to display during internships. The third paper by Esther Gonzalez Martinez and Anca Sterie concentrates on young newcomer nurses' telephone calls at the hospital.

RELEVANCE AND LEGITIMATION OF CONVERSATIONAL STORY OPENINGS BY YOUNG CANDIDATES IN JOB INTERVIEWS

Corvalan, Paloma
Bangerter, Adrian
Pekarek Doehler, Simona
University of Neuchâtel

In the transition between school and the workplace, obtaining a first job or an apprenticeship position is an important point in young people's life. This in turn requires

young people to participate in job interviews. Facing this institutional context for the first time, young candidates have to communicate information about themselves to recruiters to convince them they master competences required by the position. One potentially effective way to convey information about oneself is to produce a conversational story about a personal experience. Describing such an experience, e.g., including the initial situation, the candidate's actions, and the outcome, allows candidates to indirectly present themselves as competent workers, by displaying, knowledge, professional skills or other desirable attributes that are linked to the position. Telling a good story about a past experience can contribute to creating a positive image of the candidate and generate a favorable assessment by the recruiter. However, this requires implementing a range of interactional competences. In particular, candidates have to achieve the opening of their conversational stories by making them recognizable as such to recruiters. This implies coordinating the possibility of an extended turn at talk. Furthermore, the candidate has to establish the relevance of the story at the specific moment of the interaction. It is only under these conditions that stories are usually ratified as legitimate by recruiters.

Using conversation analysis, this study investigates how young candidates open conversational stories in job interviews and how openings get ratified as more or less legitimate by recruiters. Our analysis is based on a corpus of video-recordings and detailed transcripts of 26 job interviews. The participants are 15-19 years old and mainly applying for apprenticeship positions in office/administrative work or technical fields. A first distinction we operate on our data is whether conversational stories are self-initiated or other-initiated. Other-initiation occurs when recruiters ask the candidate to report a past experience. Self-initiation involves the candidate spontaneously opening a story. These two types of story openings create different affordances which in turn affect participants' procedures of creating relevance and legitimation. The data presentation will focus on recurring patterns in how candidates and recruiters jointly create relevance and legitimation in story openings within self-initiated and other-intiated stories, as well as differences between these two. For example, in the case of other-initiated stories, practices include format-tying or lexical alignment, whereas self-initiated stories often feature careful fine-tuning of the sequential placement of the story opening, or the use of discourse markers, pre-sequences or prefaces.

ACTIVITY STRUCTURATION AND PRACTICES OF LEGITIMATION: HOW EARLY CHILDHOOD EDUCATORS MAKE ACTIVITY RULES VISIBLE TO CHILDREN

Zogmal, Marianne
Losa, Stefano
University of Geneva

This talk will focus on one specific institutional context and address a subset of interactional competences mobilized by workers in their professional practice. Within early childhood education, an important part of educational activities consist in bringing young children to understand how to engage in collective forms of actions and how to take their turns in an appropriate way. From that standpoint, early childhood educators have to find strategies to make these rules visible and acceptable to children. In terms of professional practices, this requires to be able to accomplish a structured order of actions when interacting with children. To orient and guide children's interpretation of the situation, a range of more or less overt forms of evaluation and interactional assessment tend to be produced by educators. These subtle processes of interactional legitimation are illustrated through a vast array of multimodal resources – including talk, prosodic patterns, sequential order, gaze, body postures and gestures – educators are able to enact in order to establish visible structuring patterns of action. Such aspects of an interactional competence become particularly visible when novice educators in the context of initial vocational training programs are called upon to participate and to carry

out – under the supervision of expert educators – educational activities with very young children. How do student educators and expert educators coordinate their participation in order to accomplish structured forms of activities with children? Frequently, practices and mechanisms of legitimation related to the ongoing ordering and structure of an activity are totally or partially taken up by new-coming educators. The capacity to communicate and to make the structured order of actions visible and accountable is, thus, an important interactional competence novices need to learn during their training period. In this talk, we propose to investigate how educators (both experienced and novice educators) and children collectively build and legitimize a common definition of ongoing activities and jointly achieve a consistent "frame" (Goffman, 1974) of interpretation of the current situation. To address this topic, we adopt a cultural perspective on workplace learning and vocational education and combine it with theoretical categories and methodological tools borrowed from discourse and interaction analysis. From there, we propose to focus on a specific set of audio-video data and transcripts related to the training experiences of two students in early childhood education observed in the Geneva area during an internship taking place during the first year of their training program. Our results show how different mechanisms of interactional legitimation are produced and how they tend to induce specific forms of activity structuration.

REQUEST FORMATS IN NURSES' HOSPITAL TELEPHONE CALLS

Gonzalez Martinez, Esther
Sterie, Anca
HE-Arc & University of Fribourg

This paper is based on analysis of data collected for the study «New on the job: Relevance-making and assessment practices of interactional competences in young nurses' hospital telephone calls». The study focuses on the interactional competences deployed by three young nurses during their first year of employment at a public city hospital in the French-speaking part of Switzerland. The data consists of a corpus of 374 recorded telephone conversations (the NTH-3 corpus) between the three newly employed nurses working in the Surgery Department, and other hospital personnel belonging to other departments. The recordings were collected over twenty-five consecutive weeks and supplemented by ethnographic fieldwork (in situ observations, interviews, and documentation collection).

The recorded calls are very short, lasting fifty-one seconds on average. The nurses' main interlocutors are the doctors of their department, hospital porters, the recovery room staff, and the hospital reception staff. Most of the calls (311 out of 374) are nurse-initiated and have a three-part structure – opening, central part, and closing -, a single request being the main activity accomplished. For this paper, we will examine nurse-initiated calls in which a request features as the main business of the call.

In these calls, the central request sequence has a basic two-part adjacency pair structure: the nurse's request is followed by her interlocutor's response granting or rejecting the request. In some of the calls, the request and the response are accomplished through two concise and immediately adjacent turns at talk. Most of them, however, have a far more complex organization, the request and its response being accomplished through several turns at talk, with intervening inserted sequences.

In the paper, we specifically focus on the interactional formats that implement nurses' requests. In the most frequent format, the request turn is initiated with a «Could/can you» interrogative formula followed by specifics related to a clearly stated requested activity. In another format, the nurse produces the request by presenting the reason for the call («I call to order the second blood bag»). The request may also be achieved through a turn in which the nurse presents a specific need («I would need an extra food tray»). An information-seeking activity – performed through a request like «I would like to know if» – may also convey a request. Finally, the nurse can rely on a multi-unit turn providing information on a problematic situation in which the interlocutor may

identify a request (« Mrs. X complains of her scar that it is as hard as concrete that it hurts and that she has pain in her left leg and she can hardly move it by herself »). Through detailed examination of these formats, the analysis displays young nurses' own orientations toward the institutional assessment of their interactional request practices and competences, by their co-workers, at the workplace.

SYMPOSIUM 4

PRATIQUES SÉMIOTIQUES ET SÉMIOTIQUE DES PRATIQUES EN CONTEXTE PROFESSIONNEL

CHAIR
Berthoud, Anne-Claude
Université de Lausanne, Suisse

DISCUSSANT
Gajo, Laurent
Université de Genève

La tradition ethnométhodologique a particulièrement insisté, à la suite de Garfinkel (1967) et Suchman (1987), sur l'indexicalité des actions sociales ; l'action est dite "située" dans le sens où elle reçoit sa valeur de son contexte d'accomplissement (l'action comme context-shaped) tout en participant dès lors à la (re)construction de ce contexte à toutes fins pratiques (l'action comme context renewing). L'importance donnée au caractère indexical et séquentiellement pertinent de l'action se trouve au fondement même de l'analyse conversationnelle (Sacks, Schegloff, & Jefferson, 1974) et de son application aux pratiques professionnelles (Drew & Heritage, 1992 ; plus récemment Grosjean & Mondada, 2005 et Clayman & Heritage, 2010). Toutefois, le principe d'une indexicalité constitutive, et donc généralisée, de l'action langagière est le plus souvent considérée comme allant de soi, que ce soit en ethnométhodologie ou en analyse conversationnelle (et plus généralement au sein de l'interactionnisme d'inspiration goffmanienne). En d'autres termes, elle est peu problématisée dans la perspective même du fondement sémiotique dont elle s'inspire par ailleurs.

En envisageant certains des aspects linguistiques et sémiotiques de l'expertise professionnelle, ce panel vise à réexaminer le caractère indexical des pratiques langagières au travers d'une articulation étroite de deux dimensions :

1. Un versant consacré au fondement sémiotique de l'indexicalité, par un rappel de la complexité théorique et de la rentabilité analytique de la typologie des signes de Peirce, pour lequel – dit grossièrement – la réalité d'une indexicalité généralisée ne remet pas en cause le fait que les signes puissent accéder à d'autres statuts que celui d'indice et être soumis à des trajets interprétatifs divers.
2. Un versant consacré aux spécificités des contextes professionnels caractérisés comme autant de lieux de tension où se joue un rapport particulier aux signes, à l'intentionnalité et à la réflexivité (Bronckart & LAF, 2004; Filliettaz & Bronckart, 2005).

Il s'agit donc de reprendre le questionnement sur la nature des signes à l'aune des spécificités des contextes professionnels, par la prise en compte de données empiriques réunies en corpus et documentant des terrains variés (consultations médicales, débats publics, entretiens médiatiques et narrations en entreprise). On tentera d'articuler trois regards différents sur les signes : a) le signe tel que pratiqué dans l'interaction (en quoi les pratiques professionnelles effectivement exercées réfléchissent, de manière endogène, une forme de typologie sémiotique ?), b) le signe tel que faisant l'objet d'un retour réflexif pour la pratique (en quoi les professions documentées par les corpus analysés assument-elles des différences entre les types de signes que les praticiens sont amenés à manipuler ?), c) le signe tel que théorisé par la science (jusqu'à quel point une théorie sémiotique est-elle susceptible d'éclairer les spécificités des pratiques professionnelles ?).

Le panel considérera successivement les signes du point de vue de leur nature, dans leur rapport à l'identité des agents et dans leur rapport à une activité langagière spéci-

fique. Les contributions comptent ainsi tirer profit de l'attention « méta » dont les signes font l'objet en contexte professionnel pour poursuivre l'enrichissement mutuel entre professionnels et linguistes.

SUR LA NATURE DU SIGNE DANS LA RENCONTRE MÉDICALE

Berthoud, Anne-Claude
Gradoux, Xavier
Université de Lausanne

Le but de cette communication, en conformité avec la thématique du panel, est de rendre compte des ressources sémiotiques à l'œuvre dans une pratique professionnelle – la médecine – en proposant un dialogue entre trois perspectives sur le signe: (i) le signe tel que pratiqué dans l'interaction ; (ii) le signe tel qu'appris et conceptualisé par les professionnels et (iii) le signe tel que théorisé dans le cadre d'une sémiotique générale.

La rencontre médicale met en relation une personne ayant un problème de santé qu'elle ne peut traiter seule avec une autre qui dispose du savoir et des instruments nécessaires pour découvrir et traiter ce problème. Le déroulement de la rencontre, les activités qui y prennent place et les identités mobilisées sont contraints, dans des proportions variables, par ces finalités de diagnostic et de traitement.

Nous présenterons une étude de cas issu d'une consultation de médecine générale marquée par une annonce de mauvaise nouvelle. L'analyse de l'évolution des désignations de la maladie permettra de faire émerger et de questionner différentes conceptions sémiotiques (celles du patient, du médecin et des manuels de référence), et de les interroger à l'aune de différentes théories sémiotiques.

Ainsi, le symptôme, « manifestation d'un état pathologique » (Gray & Toghill 2003 : 452), est-il au cœur de cette rencontre puisqu'il la déclenche et qu'il sert d'indice (au sens d'un signe « réellement affecté » par l'objet auquel il renvoie (Peirce 1978 : 140)), pour la découverte de la maladie (diagnostic). Symptôme (du patient) qui entre en dialogue avec le signe clinique (du médecin), issu des conceptions sémiotiques mobilisées dans les manuels et dictionnaires de médecine. Nous tenterons de montrer en quoi la distinction faite entre symptôme et signe clinique est opératoire, mais non suffisante pour rendre compte des pratiques effectives. Cela nous invitera à réinterroger, à confronter et à intégrer différentes traditions sémiotiques, qui en retour nous permettront d'aller plus loin dans l'analyse.

Il s'agira plus précisément de mettre en perspective trois notions clés qui nous paraissent particulièrement opératoires pour notre propos, à savoir, les notions d'indicialité, de déixis et d'indexicalité, issues respectivement des conceptions sémiotiques « peircienne », énonciative (Benveniste 1974) et ethnométhodologique (Heritage 1984).

La mise en perspective de ces trois notions contribue à éclairer les pratiques d'expertise, prises dans la tension entre signes pratiques (incarnés) et signes conceptualisés, et à rendre manifeste le jeu subtil de l'expert (le médecin, en l'occurrence) dans le dialogue avec son patient. Elle permet, au travers de processus complexes d'appropriation énonciative, de phénomènes de décontextualisation et de recontextualisation, de saisir comment le médecin intervient dans la co-élaboration progressive du signe clinique à partir de l'expression du symptôme.

Il s'agit en d'autres termes d'envisager les phénomènes de « bifocalisation », de jeu sur la transparence et l'opacité du signe, comme ressource pour accéder au cœur des pratiques d'expertise.

LE RAPPORT DU SIGNE AUX AGENTS : DEUX EXEMPLES D'IDENTITÉS ÉMERGEANT EN CONTEXTE PROFESSIONNEL

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Cette contribution porte sur le rapport que les signes entretiennent avec l'identité des agents qui les produisent. Cette problématique n'est pas originale en soi : de nombreux travaux considèrent le rapport entre langage

et identité en contexte professionnel (voir par exemple Filliettaz & Bronckart, 2005; Holmes, 2006; Clayman & Heritage, 2010). Par contre, peu de recherches questionnent le fondement et le fonctionnement sémiotiques de ce rapport : comment s'opère dans et par les pratiques langagières l'attribution d'une identité à un agent ? Pourquoi telle identité plutôt qu'une autre ? Quel trajet interprétatif cette identité mobilise-t-elle ?

La contribution interroge deux identités professionnelles ancrées dans les champs médiatique (interview journalistique diffusée sur internet) et politique (débat public en assemblée). On s'intéressera plus précisément aux identités émergeant à deux niveaux : a) telles qu'elles se montrent dans des interactions professionnelles et b) telles qu'elles peuvent faire l'objet de commentaires, c'est-à-dire d'un retour réflexif à même la pratique considérée ou dans des documents à l'usage des professionnels (manuels, traités, etc.) témoignant de la façon la profession est thématisée.

À ce titre, la prise en compte de la complexité multimodale des signes identitaires et de leur articulation à différents « supports » d'attribution (i.e. l'interaction et les ressources réflexives) constituent les dimensions originales de la contribution. Plus concrètement, la problématique de l'identité sera abordée selon deux angles distincts :

- La place interactive, qui renvoie à la gestion des rôles endossés par un agent dans un genre particulier (en l'occurrence, la place de journaliste intervieweur). Le corpus de l'entretien de personnalité d'une chaîne télévisée privée sur internet installe l'invité : le comédien et humoriste Gad Elmaleh à une « place » d'où il est amené à produire des signes identitaires propres au rôle de journaliste. Il s'ensuit une spécification identitaire à la fois décalée (car produite par l'invité et non le journaliste), performée (car accomplie dans et par l'interaction même) et commentée (car faisant l'objet d'un retour réflexif).
- L'ethos discursif, qui renvoie à l'image qu'un agent donne de lui au travers de sa parole dans le but de procurer une plus grande force de conviction aux arguments avancés. On s'attachera à décrire et à problématiser le fonctionnement indiciel de l'ethos (le locuteur doit se montrer compétent, sérieux, empathique ; il n'a pas à le dire explicitement) à partir (i) d'extraits d'un corpus de débats publics vidéo-enregistrés et faisant se rencontrer politiciens et citoyens autour de thèmes de société et (ii) d'extraits de manuels récents de rhétorique politique.

Dans les deux cas, il s'agit d'interroger l'inscription sémiotique des identités et le fonctionnement interprétatif au travers duquel celle-ci affecte l'agent en contexte professionnel.

LE RACONTER COMME RESSOURCE « PRÊT-À-L'EMPLOI » POUR L'ACTION PROFESSIONNELLE

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La présente intervention considère la façon dont les signes sont conceptualisés par les professionnels en vue de leur usage. Plus précisément, nous interrogerons le caractère indexical des pratiques langagières lorsqu'elles sont pré-configurées comme ressources pour l'action professionnelle. Pour ce faire, nous nous intéresserons particulièrement à l'activité de raconter telle qu'elle est traitée dans un manuel, Storytelling : l'art de convaincre par le récit, destiné au monde de l'entreprise et visant à « développer [la] capacité [du lecteur] à raconter des histoires porteuses de sens » (Guscetti 2011 : 11).

Proposant une conceptualisation du raconter tournée vers l'action (une action particulière, s'agissant ici de convaincre par le récit), le manuel sélectionné permettra d'étudier comment est documentée une pratique langagière particulière et, plus précisément, comment sont rendues visibles des descriptions et des typologies estimées utiles en regard de buts actionnels propres au domaine spécifique de l'entreprise. Pour rendre compte de ce phénomène, il s'agira – dans le premier temps de cette intervention – d'envisager à partir de quels critères sont réalisées les descriptions et typologies pro-

posées (nous traiterons, par exemple, de ce qui motive la distinction entre Big Stories, Management Stories, Business Stories, Short Stories). Puis, nous comparerons ces critères motivés par l'action professionnelle à ceux habituellement adoptés par les approches tournées vers la description et l'analyse (De Fina et Georgakoupolou 2012). Ce travail de contraste nous permettra de comprendre plus généralement sur quels critères peuvent s'opposer des savoirs experts tournés vers l'action et des savoirs savants tournés vers la description quand il s'agit de documenter l'activité de raconter.

A la suite de ce premier moment lors duquel nous aurons envisagé la description du raconter pour l'action, nous interrogerons – à proprement parler – le caractère indexical des ressources proposées par le manuel. En effet, en sus d'expliquer comment raconter pour convaincre, l'ouvrage donne à lire soixante-quatre histoires différentes. Présentées à chaque fois dans un encadré les autonomisant du reste du texte, ces histoires servent à soutenir le propos du manuel et sont, dans le même temps, mises à disposition des lecteurs pour une utilisation ultérieure. De ce fait, les histoires prennent le statut de ressources « prêt-à-l'emploi », remobilisables dans des contextes professionnels singuliers. Leur statut de ressources « prêt-à-l'emploi » soulève trois questions auxquelles nous nous efforcerons de répondre dans le second temps de notre intervention :

- Comment les contextes actionnels dans lesquels peuvent intervenir ces histoires sont-ils représentés ?
- Comment ces histoires manifestent-elles leur caractère « prêt-à-l'emploi » ?
- Quelles sont les stratégies mises en place pour permettre une remobilisation plus aisée de ces histoires par le lecteur ?

En traitant du raconter comme ressource pré-configurée pour et pré-indexée à l'action, notre intervention entend ainsi apporter une contribution originale à la documentation de cette activité en contexte professionnel (Gotti et Sancha Guinda 2013) et, par la bande, considérer la façon dont les « typifications de l'action » participent aux processus de réflexivité en jeu dans la pratique professionnelle (Filliettaz 2012).

SYMPOSIUM 5

WHAT JOURNALISTS DO AT WORK : AN INTERNAL PERSPECTIVE ON NEWS PRODUCTION

CHAIRS
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Perrin, Daniel
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DISCUSSANT
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Journalistic expectations governing news production have been an object of attention both from within the profession and from without. From within the profession, journalistic expectations have been examined in journalism textbooks, guides and handbooks issued by professionals and media companies (e.g. Reuters Handbook of Journalism). These expectations and their application or lack thereof is the object of evaluative coverage in the field of "media journalism". From outside the profession, journalistic expectations have been the object of attention both in the perspective of sociology of news production and in discourse analysis. The former tradition investigated gatekeeping at the macrolevel, focusing on abstractly considered 'factors' or 'values' affecting news selection, or on the dynamics and routines of production in media organizations. As for Discourse analytic studies, they focused on the meso- and/or micro norms (journalistic genres, sourcing practices, grammar and pragmatics of headlines, etc.). At both levels, discourse based investigations focused until recently on media products alone.

The FNS Pro-Doc project Argumentation in Newsmaking Process and Product, directed by the panel convenors, seeks to bridge perspectives to integrate process based research and product based investigation. In

addition the project aims at comparing external observation and analysis of process and product with the descriptive and normative perspectives of journalism professionals themselves. In order to achieve this objective the project relies on a multi-method approach to news production: from editorial meetings to journalistic texts based on three theoretical and methodological pillars: Interaction Analysis, Argumentation Theory and Progression Analysis.

- *Interaction Analysis*. A focus on step by step dynamics within the course of communication allows to reconstruct what is at stake in the process of negotiation underlining the interaction. Interaction analysis helps to consider the joint construction of identities defining the participant's expectations at different levels and therefore invites to discuss the role of language in the construction of social realities (i.e. in our case media and journalistic realities).
- *Argumentation Theory*. A focus on argumentation as socialized processes of reasoning and reason giving allows to reconstruct the dialectical and inferential aspects of journalistic decision making, its material starting points (e.g. cultural and professional values), its procedural constraints (e.g. institutionally accepted norms of discussion, problem-solving and disagreement resolution). Argumentation therefore offers a framework to examine how journalistic norms are applied, assessed and renegotiated within institutionalized practices.
- *Progression Analysis*. A focus on the process of journalistic writing step by step considering the computer keystroke logging and retrospective interviews allows to better understand individual journalistic strategies. As it involves the practitioners (i.e. the journalist) Progression analysis represents a means to increase "media consciousness" for individuals and leads at the same time to constitute a repertoire of "best practices" for media institutions.

A multi-method coupling Interaction analysis with argumentation theory and progression analysis offers an interpretive framework capable of accounting in details for the practices of news media at various levels and stages. Practical and Inferential aspects of collective decision making process at the work place as well as "inner dialogism" of journalists' individual decision making processes are documented.

IMPROVING JOURNALISTIC PRACTICES: ANALYZING NEGOTIATIONS DURING EDITORIAL MEETINGS

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The daily editorial meetings (gathering chief editor, subeditors and desk editors) are often the preferred opportunity to plan the next day edition as well as to comment on the daily edition. Therefore, criticisms, suggestions and remarks regarding the decisions made for the choice of the splash, the headline or a topic emerge during the meeting.

As a matter of fact, the negotiation of opinions during editorial meetings make accountable the rules and practices of the media institution and at the same time offer the room to learn and improve their professional practices to the actors.

In this sense, editorial meetings are both a locus for the study of a specific professional practice (that of journalism studied by applied linguists) and a locus facilitating the awareness of professionals regarding their practice (that of journalist doing media information). The negotiations during editorial meetings show step by step how and why professional identities are shaped, develop and move on in a specific "media" setting.

The data of the analysis are three sequences of a Monday morning editorial meeting. The data were collected in 2013 at the Corriere del Ticino, the main Italian language newspaper in Switzerland. They are taken from a broad research project supported by the SNF (2012-2015), which primarily investigates the role of argumentation practices in newsmaking discourse and in news

discourse. The corpus is made of editorial conference discussions, interactions and discussions between journalists, loggings of writing activities on the screen, retrospective verbal protocols of the writing process, and interviews with journalists.

Three aspects of negotiation as a specific process during editorial meetings at the CDT will be under analysis in our paper:

A) The negotiation of internal institutional identities through expertise and authority. These data concern the way journalists react to the intention to introducing new manners or practices by the means of editorial choices (what kind of topic, headline, discursive genre etc. as manifesting public interest).
B) The negotiation of interactive agreement seeking during the editorial meetings. These data concern the managing of face want (in the sense of E. Goffman), taking into account opposite opinions and more generally allies and coalition partners.
C) The negotiation of building an external relevant professional community. These data concern the way journalists dilute responsibility or reinforce the stand using reported speech of members of the news community as references to experts of the news community.

During editorial meetings, journalists often engage in routines that shape topics and turn-taking manifesting an expected order. However, when the rules are questioned, the routine breaks and the participants are forced to define their stand. It opens a space for the professional to distance himself from the institutionalized practices, while it gives the researcher an insight into the ongoing constitution of the local order of an editorial meeting as a situated activity. We will focus on "breaking the rules" moments of negotiation.

"WELL ONE HAS- THERE ARE THOSE UNWRITTEN LAWS" – JOURNALISTIC REFLECTIONS ON LINGUISTIC AND CONTENT CHOICES IN THE WRITING PROCESS

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Zampa, Marta
University of Lugano

Striving towards different goals at the same time and dealing with various constraints is a challenge journalists constantly meet while writing (Perrin & Ruhmann, 2002; Perrin 2013: 153). For this reason, argumentation and decision-making at an intra-personal level are required during the writing process. This process takes place in a soliloquy, «the human activity in which [...] one works for persuading oneself.» (Rocci 2005: 114). With Rocci, we believe that the soliloquy consists in a critical discussion whose protagonist and antagonist are embodied in the same person (see Greco Morasso 2013, Perrin & Zampa – forthcoming).

In this presentation, we show how such reasoning about linguistic and content choices is inherent in newswriting processes. In our research framework, we combine Progression Analysis (Perrin 2003) with Argumentation Theory (van Eemeren & Grootendorst 2004; Rigotti & Greco Morasso 2009, 2010). Our main data source are cue-based retrospective verbal protocols. They were produced by the journalists under investigation when they, while watching video recordings of their text production processes, reconstructed and verbalized their decisions (see Perrin 2011: 60). The large data corpus allows us to, for example, exploratively compare soliloquy by experienced and novice journalists of Corriere del Ticino, the main Italian-language newspaper in Switzerland. Findings include insights into individual repertoires as well as mid-range generalizations. They provide clear evidence of the crucial role of soliloquy in the everyday management of contradictory expectations in the newsroom.

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THE IDENTITY OF ECONOMIC-FINANCIAL JOURNALISTS AS EMERGING THROUGH MEDIA DISCOURSE: THE CASE OF THE ITALIAN SPEAKING SWISS WRITTEN PRESS

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Luciani, Margherita
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Economic-financial journalists rely on written corporate sources perhaps more than any other kind of journalist (Cf. van Hout 2010). Corporate earnings press releases, annual reports together with other documents produced by other stakeholders in the financial markets typically form the starting point of the economic-financial news writer.

Earlier research examined how corporate sources try to influence the reporting by means of pre-formulating strategies (Jacobs 1999) aimed at having the corporate viewpoints reproduced in the journalist's text and examined how journalists cope with these strategies by looking both at the news product (Pander Maat 2007) and at the news production process (van Hout and Macgilchrist 2010). The present research aims at merging this strand of research with recent research on the argumentative nature both of corporate financial reporting (Filimon 2011, Hursti 2011) and of economic-financial newswriting itself (Miecznikowski, Rocci and Zlatkova 2012, Zlatkova 2012).

In order to observe how economic-financial journalists deal with the argumentation of their corporate sources we conducted an ethnographic observation of the business desk of an Italian language Swiss daily newspaper during a week characterized by the publication of the annual results of several Swiss companies, including two major Swiss banks and a regionally important bank. Following the methodology of Progression Analysis (Perrin 2013) a multiplicity of data was collected on site (including video-recorded interactions, computer logging and interviews) allowing us to draw a bridge between the arguments of the corporate sources and their reporting in the news, reconstructing the role of argumentative intermediary played by economic-financial

journalists. The journalist rarely takes the explicit role of co-arguer or critic of the corporate standpoints, but still takes an active (and indirectly critical) role in reconfiguring the topical choices of the corporate arguments in a way that better responds to the perceived demand of the readers. In the data considered this topical reconfiguration is particularly apparent in the reporting of the corporate standpoints (or lack thereof) concerning the issue of executive compensation, which was at the time at the centre of Swiss political debate in view of an imminent popular vote. In this perspective we focus on the discursive construction of what is and should be the professional identity of an Economic-financial journalist.

SYMPOSIUM 6

MULTIMODAL IN DIGITAL COMMUNICATION : WEBPAGES

CHAIR
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DISCUSSANT
Candel Mora, Miguel Ángel
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We consider that is no longer possible to create meaning only with written words, and thus the combined modes used in any type of communication need to be studied, as Kress (2000) explains. Multimodal Discourse Analysis (Kress & Van Leeuven 1996, 2001, Norris 2004, O'Halloran 2004, LeVine and Scollon 2004) entails the analysis of images and text as a unique way of communication. Discourse is seen as a blend of various modes of communication. It should also be noticed that there has been a progressive displacement in the focus of communication from text towards image. In this sense, in this symposium, our main aim is the analysis of the multimodal characteristics of webpages of conferences from international professional associations that disseminate their contents in at least two languages. The three papers present different perspectives of the analysis of the multimodal traits of webpages dedicated to promote congresses of different professional associations.

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WRITING FOR TRANSLATION IN MULTILINGUAL ENVIRONMENTS

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In contrast to recent internationalization, globalization and localization strategies in translation and technical writing, a large amount of information is still being disseminated in the global market without taking into consideration the consequences of not connecting with the intended audiences when translating web pages into different languages.

With the internationalization of English as a lingua franca and the globalization of markets, the English used by nonnative speakers in international environments has clearly evolved into a new language that doesn't always follow standard rules and conventions. This evolution is even more remarkable in the case of websites produced in countries where English is not the native language and aim at reaching an audience around the world who use English as a second language and for professional purposes mainly.

The wider range of target audiences and the variety of languages confer web pages a special communicative status that greatly

influences the characteristics of the register used, setting aside writing styles, grammar and syntax guidelines with a main goal in mind: an effective communication across not only language barriers but also cultural barriers.

The objective of this paper is to identify potential drawbacks in a corpus of webpages of conferences from international professional associations that disseminate their contents in at least two languages, in order to make themselves accessible to users with different linguistic backgrounds. Assuming that language standardization entails a more consistent message and that the writing style affects the translation, this study ranges from an observation of clarity in meaning, use of professional jargon, abbreviations and acronyms, to punctuation and spacing rules, just to mention a few of the features under consideration.

Among the findings and further applications of this analysis are the proposal of guidelines to structure texts to make them concise, unambiguous and easy to read, the creation of multilingual documentation with translation in mind and the translation requirements during the authoring process. In sum, we propose a process that integrates writing with translation so that text can be reused and written for an effective translation and tailor texts to the reader and their intended purpose.

MULTIMODALITÉ DANS LA COMMUNICATION PROFESSIONNELLE NUMÉRIQUE : ANALYSE DES STRATÉGIES DE DIFFUSION DES ASSOCIATIONS PROFESSIONNELLES

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L'un des buts des associations professionnelles est de diffuser la connaissance et les innovations du domaine auprès des professionnels qui peuvent ainsi en même temps partager leurs savoirs et leurs savoir-faire, leurs expériences et travaux en cours. La diffusion des événements professionnels ou scientifiques aujourd'hui privilégie la création de sites Internet dont le but es d'attirer le plus de participants possible, afin de mener à bien une réunion à succès. Nous nous proposons de réaliser une analyse du point de vue multimodale pour essayer de retrouver les éventuels traits spécifiques dans quelques domaines particuliers et la façon dont la communication devient vraiment effective grâce à des stratégies diverses de persuasion et de légitimation.

Dans ce travail nous allons développer une analyse multimodale contrastive afin de pouvoir déterminer la façon dont des environnements professionnels divers (comme le milieu des ingénieurs, les experts comptables, la médecine et les traducteurs) provenant de cultures différentes utilisent les sites web pour diffuser leurs savoirs, par le moyen, dans la plupart des cas, des associations professionnelles qui organisent des événements de diffusion comme les colloques. Notre objectif est de décrire et de comparer l'utilisation des modes divers (image, son, vidéo, texte, utilisation de l'espace...) dans la création des sites qui présentent ces réunions professionnelles, colloques, congrès internationaux. L'approche social-sémiotique multimodale (Kress et van Leeuwen) nous fournit un cadre théorique global pour mieux comprendre les interactions qui auront lieu dans l'environnement multimodal de la technologie numérique des sites. La technologie numérique fournit une plateforme pour combiner et déplier les ressources sémiotiques de façon innovatrice ; en ce sens, la technologie numérique interactive est de la technologie sémiotique multimodale qu'il faudra étudier dans son contexte social. D'autre part, les résultats ne seraient pas complets si on ne tient pas compte en même temps de la dimension interculturelle (Hall) ; c'est pourquoi nous partirons d'un échantillon de sites de pays différents, tout en observant la pertinence et les implications de l'utilisation de plus d'une langue, si c'est le cas. La communication doit donc être étudiée en tenant compte de l'origine de la production ainsi que les destinataires envisagés, qui appartiendront à des cultures différentes.

Dans le corpus choisi les fonctions des éléments iconiques et les interrelations qui se produisent seront étudiés en mettant l'ac-

cent sur les différentes fonctions visuelles. Les contenus textuels et iconiques seront analysés dans une démarche multimédia et multimodale où la structure complexe du site permet de mettre en place une image de soi de la part de l'association ou l'organisation de l'événement. En ce sens, les concepts de prestige de et de légitimation sont utilisés pour séduire les éventuels participants, tenant compte également des contraintes liées à l'existence ou non d'une forte concurrence qui obligerait les organisateurs à développer des stratégies de séduction afin de créer des pages d'accueil attractives.

A PRAGMATIC PERSPECTIVE OF DIGITAL COMMUNICATION IN MECIDAL ASSOCIATIONS

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This paper presents the analysis of websites dedicated to the promotion of congresses of medical associations. The main aim of this study is to detect the metadiscourse devices used to communicate in a digital medium, i.e. webpages. The relationship between text and images and the ways in which professionals communicate with their colleagues are analyzed, paying special attention to the strategies used by webpage designers to engage the reader in the multimodal discourse. In order to carry out this research, several webpages of congresses related to medical associations are analyzed to identify the hedges, attitude markers, engagement markers and images included in these webpages that refer to the reader and try to engage readers in the announcements of the congress. Furthermore, different strategies are identified that reveal the personal image of medical doctors and the texts and images that are used to call their attention.

SYMPOSIUM 7

DIALOGUE INTERPRETING IN PROFESSIONAL CONTEXTS: TRAINING STAKEHOLDERS TO COMMUNICATE EFFECTIVELY WITH INTERPRETERS

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Pasquandrea, Sergio
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DISCUSSANT
Angelelli, Claudia V.
Heriot-Watt University

Topic
Institutionally appropriate communication is a major issue within numerous bodies and organizations today. The ability to interact successfully within professional contexts depends on a set of practices available to members of a given society, influenced by context-specific agendas, but also co-constructed by all the parties in interaction through linguistic and embodied actions, assessed according to collectively shared principles.

Migration flows and globalization trends have led to interpreters being increasingly required to enable communication during encounters among participants from different linguistic and cultural backgrounds. The complex range of linguistic and semiotic means used in interpreting services has therefore become an even richer terrain for the investigation of interactional dynamics.

This thematic symposium investigates interaction between migrants and institutional representatives across different settings, with a specific focus on how the latter can learn to effectively interact with the former. To this end, it will proceed through selected contributions providing illustrative examples of what happens in this types of interaction and putting forward ways of applying findings from empirical research to the training of clients or end users of these services.

Theoretical orientations

Contributions are informed by three main intersecting theoretical orientations. Firstly, studies on dialogue interpreting, i.e. mediated face-to-face scenarios in interlingual and intercultural contexts, particularly those adopting a micro-analytical, interactionist and multimodal approach to the investigation of authentic data (Angelelli 2004, 2008; Baraldi & Gavioli 2012; Davitti 2012, 2013; Mason 2001, 2009; Pasquandrea 2011; Wadensjö 1998, 2001).

Secondly, papers are directly informed by recent developments in applied linguistics adopting an approach to the study of language that is grounded in authentic data and empowered by theory that encourages constant dialogue with application (Mahboob 2010; Matthiessen & Teruya 2011). This approach is complemented by the call for reflexive practice and negotiation of agendas between researchers and professional practitioners, whose views are crucial when discussing research findings, their relevance, dissemination and application (Candlin & Sarangi 2004; Roberts 2003).

Thirdly, the framework provided by situated learning (Lave and Wenger 1991; Kiraly 2000) applied to interpreter training: this approach, which is used to expose various stakeholder to real-life and/or highly simulated work environments and tasks, attempts to cross research-to-practice and research-to-training boundaries by enhancing learners' capacity to think and act like professionals through the exploration of communicative dynamics in authentic settings.

Empirical fields

This thematic symposium focuses on communication in interpreter-mediated interaction while responding to the calls for reflexive practice, dissemination and applicability of applied linguistics findings. Contributions examine authentic data across different settings and through different, yet complementary, conceptual frameworks.

It develops from addressing the question of how interactional dynamics are co-constructed (linguistically and multimodally) via micro-analytical lenses to the question of how such body of knowledge and information can find its way to end users engaging in mediated interaction. The needs of both professionals and users in those settings will be accounted for in the discussion with a view to meeting institutional demands more efficiently and supporting skills and competence development through the analysis of language and communication.

THE ANALYSIS OF INTERPRETER-MEDIATED INTERACTION AS A RESOURCE FOR UNDERSTANDING THE WORK OF INTERCULTURAL MEDIATORS: A NEW LOOK AT TRANSLATION « CLOSENESS »

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Close renditions, i.e. renditions that are very close, if not identical, in form and meaning, to source utterances, are traditionally considered a golden standard of dialogue interpreting; the lack of 'utterance-by-utterance' rendition may lead participants to believe that some detail is lost.

Drawing on long-running research on healthcare interpreter-mediated interactions, this presentation shows specific ways in which intercultural mediators, working as interpreters in healthcare services, render participants' contributions in interaction. Our analysis shows that closeness to the meaning of single utterances cannot be achieved without addressing the more general function they have in interaction; furthermore, in order to render the meaning and function of participants' contributions 'closely', mediators need to work accurately on talk coordination. Accuracy in coordination, rather than close rendition of single utterances, should therefore be looked at as a fundamental activity in dialogue interpreting.

This paper focuses on question-answer sequences in interpreter-mediated medical consultations. Following Heritage & Robinson (2006), we distinguish doctor's questions into "general inquiry", or non-focused, open questions (e.g. "what's your problem?") and "history-taking questions", that is questions

focusing on specific details (e.g. "when did you start taking pills?"). In interpreter-mediated talk, both question types are often followed by dyadic patient-mediator sequences. Data shows that mediators help patients expand on their problems in ways that are relevant to the interaction and guide them to identify the details that are investigated by the doctors. Renditions back to the doctor conclude these dyadic sequences and provide patients' relevant answers. While these patient-mediator dyadic sequences deviate from an 'utterance-by-utterance' translation model, they are necessary to produce renditions of talk (from patients in this case) which effectively responds to doctors' questions. Final renditions may not be close to any of the single utterances produced by participants in the interaction, but they render the sequence talk achievement.

These findings support the idea that (effective) translation is based on a complex construction of sense and relations, where mediators need to collaborate with doctors and patients in the achievement of relevant patients' answers. Reflecting on the complexity of mediators' renditions of doctors' questions may thus be an interesting activity for the training of doctors who are involved in bilingual communication with migrant patients. Our research can inform training programmes for doctors in two main ways. Firstly, by providing opportunities to observe authentic interaction and highlight specific interactional contexts where engagement in dyadic sequence is required on the part of the interpreter. Secondly, by encouraging reflective analysis on how doctors can better collaborate with interpreters in situations where a deviation from « close rendition » in essential in order to facilitate communication (e.g. asking about delicate topics).

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FROM RESEARCH TO TRAINING AND BACK – EXPERIENCES FROM A TRAINING COURSE FOR BILINGUAL NURSING STAFF

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In many European hospitals, bilingual employees play an important role in communication with migrant patients (Pöchhacker 2000). Even in countries with established community interpreting services, such as Norway or Switzerland, interpreting services "remain underutilized" (Kale & Syed 2010; Meyer, Pawlack & Kliche 2010). Instead of external interpreters, many institutions use bilingual co-workers or relatives of the patient as interpreters.

In preparation for an interpreter training for bilingual nurses, semi-structured interviews were carried out with nurses (n=6) who frequently act as interpreters, and with their medical colleagues (n=7) in order to explore their expectations towards the training and the usual procedures in communication with patients from other linguistic backgrounds and with limited German proficiency (Bührig, Kliche, Meyer & Pawlack 2012; Meyer, Bührig, Kliche & Pawlack 2010).

Results show that interpreter-mediated communication in hospitals often includes situations in which only one of the primary interlocutors (doctor or patient) is present. Additionally, the participation of nurses as interpreters collides with the usual organization of their work, causing major problems within teams and leading to a higher workload for the individual interpreters.

Furthermore, physicians reported that they try to make the most of an interpreter-mediated session, for example by squeezing several topics into one session with the result that issues that usually take two or more conversations are dealt with in just one go.

Thus, the study reveals that training needs of bilingual nursing staff go beyond the expected topics, such as dialogue coordination, ethics, terminology, and role concepts. Interpreting in hospitals mirrors and sometimes even aggravates structural problems of

medical work and doctor-patient-communication in general. The interaction with institutional stakeholders and the integration of their perspectives into training concepts is therefore not just an unidirectional transfer of scientific knowledge into institutional practice. Rather, it also reveals structural problems and institutional practices which deserve further attention in research (Bührig & Meyer 2013).

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USING VIDEO AND WEB CONFERENCING TOOLS TO SIMULATE PROFESSIONAL INTERPRETING PRACTICE FOR EDUCATIONAL PURPOSES

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Intended as the final contribution to this symposium, this presentation investigates the opportunities provided by information and communication technologies (ICTs) to train interpreters and professionals in business, healthcare and legal contexts in how to interact effectively in interpreter-mediated dialogue situations. The focus is on the use of videoconferencing and web conferencing tools such as 3D virtual worlds for role-playing and simulating professional interpreting practice.

Role plays create a participatory environment with opportunities for 'situated learning' through the simulations of real-life events. Role playing thus help trainees to contextualise the knowledge they acquire. Notably, role plays provide opportunities to practise skills that are particularly relevant for interpreter-mediated dialogues (e.g. interaction and turn-taking, positioning and the ability to handle unforeseen problems). Moreover, role plays can be used to increase participants' awareness of their own and each other's' roles. For these reasons, role plays have been used to train interpreter clients (e.g. Friedman-Rhodes & Hale 2010), but such training is scarce and normally separate from interpreter training. Joint training, although desirable, is logistically challenging and resource-intensive when conducted in a traditional environment.

The use of highly interactive ICTs such as videoconferences and 3D virtual worlds offers ways to overcome these challenges. They enable users to meet and interact in virtual educational spaces and to simulate professional practice. A further advantage of using ICTs in training contexts is that they increase the technological literacy of the trainees. Given the increasing use of ICTs in real-world contexts to optimise access to interpreters ('remote interpreting'), this is crucial for professionals who work with interpreters.

Against this backdrop, this presentation investigates the use of videoconferences and 3D worlds to conduct role plays that enable trainee interpreters and their potential clients to train together. Specifically, the aim is to discuss a) how these tools can be used to (re)create situatedness and 'sense of presence' and b) what added benefits they offer compared to face-to-face role play. For example, 3D virtual environments are known

to provide 'augmented' capabilities (Kim et al. 2012). Moreover, the possibilities of storage and replay of role plays that come with the use of online tools improve the opportunities for reflection and research (Wills et al. 2011).

The discussion will be exemplified by drawing on role plays conducted in two Lifelong Learning projects focusing on community interpreting (IVY – Interpreting in Virtual Reality, EVIVA – Evaluating the Education of Interpreters and their Clients through Virtual Activities; www.vitual-interpreting.net) and simulations of legal interpreting available from the European AVIDICUS projects (Assessment of Videoconference Interpreting in the Criminal Justice Services; www.videoconference-interpreting.net).

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MULTIMODAL MANAGEMENT OF DYADIC SEQUENCES IN INTERPRETER-MEDIATED INTERACTION: SOME IMPLICATIONS FOR TRAINING INSTITUTIONAL REPRESENTATIVES

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Although interpreter-mediated encounters are routinely described as "triadic exchanges" (Mason 2001), they do not necessarily follow purely "triadic" patterns, i.e. one in which statements from each parties are systematically rendered in the other party's language. Conversely, they may display a wide array of participation structures, including extended dyadic sequences, in which two of the participants interact with one another, cutting the third party off, partially or completely (Davidson 2002; Valero Garcés 2007). Extensive literature shows that interpreters are not passive conduits of primary parties' statements, rather they should be seen as fully-fledged participants in a complex communicative event, in which they cannot avoid taking active part (Angelelli 2004; Baraldi & Gavioli 2012; Wadensjö 1998). As a consequence, effectively managing such sequences requires that participants employ a complex set of strategies, building on several semiotic resources and ranging from verbal language to gaze, gesture, body positioning and proxemics (Pasquandrea 2011, Davitti & Pasquandrea 2013).

This paper analyzes dyadic sequences in two corpora of interpreter-mediated interaction collected in medical (paediatric and gynecological visits) and pedagogical (parent-teacher meetings) settings. In both data-sets, dyadic sequences frequently occur, which involve the interpreter and the patient or parents respectively. These represent potentially problematic points in the sequential development of talk, especially for the institutional representative, who may lose control over the ongoing interaction, thus jeopardising its successful accomplishment. Building on Conversation Analysis (Schegloff 2007) and Multimodal Analysis (Goodwin 2000), this study intends to investigate the

- way dyadic sequences are initiated in interaction;
- participation structures they entail;
- interactional strategies applied by institutional representatives;
- impact of such strategies on the development of the interpreter-mediated encounter, in terms of increased/decreased participation.

The aim is to explore where the potential sources of trouble lie in the communicative process. Some suggestions will consequently be put forward on how institutional representatives can be trained to overcome such pitfalls, thus achieving better coordination of the parties-at-talk and maximizing the effectiveness of interpreter-mediated encounters.

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SYMPOSIUM 8

TANGIBLE OBJECTS FOR PROFESSIONAL PRACTICE: POST-IT NOTES IN COLLABORATIVE DESIGN ACTIVITIES

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DISCUSSANT
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The panel is interested in empirical accounts of professional practices involving Post-it notes as inscribed tangible objects and in the affordances arising from Post-it use in workplace interaction, in particular in relation to the generation of ideas and the creation of traces of activity.

Post-its, introduced in the 1980's, are versatile objects which afford a variety of uses. In workplace meetings and especially in collaborative design workshops (e.g. Trimble & Webster 2012), Post-its are a frequently used resource for idea generation and to document and trace ideas and suggestions in and through a workshop process (e.g. Boddy 2012, Cone et al 2012). Efforts have been made to digitise Post-its (e.g. Marquardt et al 2012), however such efforts have not penetrated established practices, possibly because tangible objects offer more affordances for users.

Within fields such as Institutional Ethnography, Ethnomethodology and Conversation Analysis and Activity Theory inscribed objects generally can be analysed for example, as foundational to the on-going ontogenesis of organizations, as technologies with practical affordances and even as material objects imbued with agency. Common to these approaches is the view, which we share, that the constitution and meaning of inscribed objects such as Post-its are contingent, dynamic issues. This calls for an analytic tool-kit that can capture their on-going development in real-time.

In this symposium we present 3 studies, having in common a focus on the utility of Post-its as artefacts of and for collaborative design work. From Ethnomethodological and Conversation Analytic perspectives, the studies explore respectively:

- how post-it notes may be used to establish a publicly available space which aids in and glosses an historical development of ideas within the activity,
- how the inscription of post-its as activity relevant artefacts are occasioned within and for the activity, and
- the multiple, in-situ possibilities for action to which post-it notes may be put.

All contributions to the panel are based on analyses of extensive video footage of design workshops. Our findings may be instructive for those interested in the following topics linking professional practice with language and communication issues:

- Linguistic and semiotic aspects of professional expertise – In particular, the studies will show the interactive realisation of the post-it note as a particular form of linguistic and semiotic professional practice.
- Language, activity and development – In this regard, the studies offer an example of how what is most prominently a linguistic artefact is involved in activity development.

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EMERGING CATEGORIES IN DESIGN WORKSHOPS

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Since their invention in the early 1980's, Sticky Notes or Post-its have become a versatile tool in many workplaces. They are particularly present in various forms of workshops as a place for participants to document keywords, ideas, topics, issues, argument, etc. The Post-its are then often placed in some organised and communicative fashion on surfaces which may be more or less publicly available. During initial placement of the Post-its, or at some later point, the Post-its and their placement can be accounted for or otherwise serve as a resource for some other activity. They can also be sorted and resorted, grouped and re-grouped and moved again. Used in this fashion, Post-its dynamically index knowledge referred to and made locally available by and for the participants. In these ways, the Post-its become a flexible visual tool in emergent workshop processes (Nielsen 2012, Dwyer & Suthers 2005).

Using Ethnomethodology and Conversation Analysis, we analyse a video recording of a design workshop arranged as part of the CRISP project at Eindhoven University of Technology. The CRISP project brings industrialists and researchers together to work with the design of smart textiles. Our aim is to describe an on-going multimodal practice in which participants aggregate Post-its into categories and then later refer to these categories and potentially further constitute them. We will describe the embodied and collaborative practice of introducing Post-its into an activity. We then turn to how they are organised into categories and onto surfaces within a specific material environment and as part of an emergent participation framework. We are particularly interested in:

- how the placement of the Post-its may open up or close down possibilities for engagement by participants,
- how the placement and spatial configuration of the Post-its are constitutive of categories,

- how the referentiality of Post-its may change as the workshop progresses and as the Post-its may be moved about,
- how the Post-its in their spatial organisation may serve as an historical 'document' of earlier activity.

More generally we comment upon the efficacy of Post-its, namely that Post-it based workshop processes seem to be very efficient thanks in large part to Post-its being visual, moveable and tangible. The Post-its in their spatial configurations however seem to be under-utilised. We believe this may have to do with the co-attention required of so many participants to keep track of Post-its and what they reference. These observations in turn raise the question of the longevity of the knowledge Post-its index.

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THE ACTION-POSSIBILITIES OF POST-ITS IN COLLABORATIVE PRACTICES OF DESIGN

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Post-it notes are widely used by individuals for creating shopping lists or memo-notes, but aside from this more private everyday use, they also play an important role in professional practices of for instance design, education and business, where they are employed across a range of collaborative activities and here often used for categorizing, labeling and/or representing concepts and ideas that participants in these activities generate together (e.g. Atasoy et al 2013).

But while post-its or "stickies" are commonly employed in such professional practices and generally accepted as an adequate tool for collaborative work that involves generating new ideas or concepts, very little is in fact known about how participants in collaborative activities make use of post-its and how that use may or may not affect the overall idea-generation as well as the collaborative process more generally (for exceptions, see for instance Mortensen 2013; Femø Nielsen 2012). And even when the professional use of post-its is investigated, the post-it is typically considered as a stable, inscribed piece of paper, which through its label merely represents an idea or a concept, but which in itself has no apparent influence on the overall activity, the collaboration and interaction between participants or indeed on how the ideas themselves are generated.

Taking Gibson's theory of affordance (1979) seriously, in this paper we suggest that post-its allow for a wide range of possibilities for human action and like other tangible objects possess a range of physical, kinetic and iconic properties (e.g. Heinemann et al, forth) that can be invoked and oriented to as salient properties in interaction. Post-its can not only be inscribed and inscriptions deleted or changed, they can also be handled, gestured with, placed, replaced and removed, folded, crumbled, destroyed or thrown out entirely etc. Moreover, post-its come in different sizes, colors and shapes, which in turn allow for a range of alternative interpretations and action-possibilities by participants.

Based on video-recorded interactions of collaborative activities between design professionals, and using multimodal conversation analysis, we thus investigate which action-possibilities are made available through post-its and whether the physical, kinetic and iconic properties of different types of post-its allow for different action-possibilities and thus ultimately affect the professional practice in which they are used.

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THE PRODUCTION OF GRAPHIC SIGNS ON POST-ITS IN COLLABORATIVE DESIGN ACTIVITIES

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Interactionally oriented research into the social life of professional settings can traditionally be seen to pursue two different lines of research. One focuses on the linguistic practices that characterize or define the setting (Drew and Heritage 1993). The other focuses on the materiality of the working site typically with a focus on how technology influences (and is influenced by) the working practices (Moore, Whalen and Gathman 2010).

In addition, a few studies have focused on the use of pens and paper (e.g., Hazel and Mortensen in press). Such objects are specifically interesting since they on the one hand can be seen as material objects, and thus can be studied as being handled in, and as an aspect of, the professional practice. On the other hand however, they also afford the production of symbolic signs, thus potentially conveying linguistic practice. Along with the other papers in this panel, here we focus on one such type of object – namely Post-its. Post-its are in and through their flexible design generally considered to facilitate collaborative work in a range of different activities, and serve a means for gathering new ideas or key words, which can then be used as a conceptual and physical anchor point for the future discussion.

In this paper, we will focus on how post-its can be seen as both material and symbolic objects. More specifically, we will look at how post-its are produced and handled as objects of the work practice, i.e. how graphic signs can be produced in a publically available or even collaborative way (Mortensen 2013) or rather in a more individual way. We consider how this difference relates to how they, as symbolic signs, relate to previous talk (Brouwer and van Dijk 2011). Throughout the data collection, we observe that the 'writer' frequently notes down his/her own ideas, and/or 'individually' selects key words, concepts or full sentences from the ongoing discussion. The status of such personally produced Post-its in the overall activity seems quite different from Post-its, which are produced collaboratively. In this presentation we thus describe different practices involving the production of graphic signs on Post-its and track them across the workshop.

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SYMPOSIUM 9

LEARNING TO WORK IN MULTILINGUAL SETTINGS

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Contemporary workplaces and institutions in Europe are increasingly international and multilingual. Many factors influence this situation, including for example, the ever more complex international trajectories of individuals, global patterns of business and ever-increasing international collaborations (Angouri 2014, Gunnarson 2014). The tasks professionals perform increasingly involve using language(s) that is/are not necessarily their first language and even when it is, internationalization often means that the language repertoires of co-workers, partners, stakeholders, or 'clientèle' only partially overlap (Franziskus 2012). Little research has focused however on what it means to learn to work when the linguistic landscape of work is so diverse and complex and when vocational education itself becomes more multilingual and multicultural. In this context, the symposium proposes to explore the complex inter-relations between language use, (language) learning and the development of professional practice in three domains: pre-service teacher education, the training of lawyers, and self-employment of immigrants. More specifically, the workshop seeks to address the following questions:

- What roles do multiple languages play in constructing professional practices and knowledge in multilingual/multicultural vocational settings?
- How are professional actions constructed and constrained by the linguistic landscape and language realities of the workplace?
- How is access to core tasks of work facilitated or inhibited because of the multilingual repertoire of the (aspirant) professional or the multilingual context in which (s)he has to operate ?

The papers presented in the workshop will address these issues by analysing audio-and video- material recorded in one professional and two pre-professional settings in the highly multilingual and multicultural context of Luxembourg and the greater region surrounding it. From a methodological and theoretical point of view, the three studies draw on ethnographic, discourse analytical and nexus analysis approaches to study the implications for the new recruits to develop professional knowledge in a multilingual setting. The case-studies explore actual situations of working and learning in multilingual/multicultural environments, with the idea that it is by observing in situ how learners make their way into the professional world that a better understanding can be gained about the challenges and opportunities they encounter. With this set up, the symposium addresses several of the conference themes: globalization, work and (language) learning; linguistic and semiotic aspects of professional expertise; and vocational learning, communities of practice and identity construction.

"SPEAKING A2, HM NOT GOOD. READING LISTENING GOOD B1": LANGUAGE KNOWLEDGE AND WORKPLACE PRACTICE IN A TRADITIONAL THAI MASSAGE SALON IN GERMANY

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Immigrant businesses are often small private ventures and typically capitalize on a service or product directly related to the immigrant's cultural background (Light & Gold 2000). Such so-called ethnic businesses may, however, develop into thriving enterprises if they manage to appeal to the tastes of the general consumer market (Kloosterman 2010). In the German context, traditional

Thai massage salons are an example of such successful ethnic enterprises. Within the last decade, such salons have also spread into the geographical periphery of Germany, as the demand for wellness treatments has caught on among the rural population. The managers and employees of these salons are predominantly Thai women who have migrated to Germany due to their marriages with German men. Like many transnational migrants these women possess multilingual repertoires made up of various resources at different degrees of competence. In particular those who have immigrated recently have developed only partial or minimal competence in the German language (Blommaert & Backus 2013). The objective of this presentation is to attempt to analyse in how far the staff's partial or minimum competence in German influences the performance of key workplace practices at a traditional Thai massage salon. More specifically, in line with the general theme of the conference, this presentation will focus on how the performances of workers in this salon are facilitated or hindered by their repertoires and to what extent their levels of language knowledge influence the degree of success of their work. At the same time the opportunities for developing German language skills in the context of interacting with clients and co-workers are explored.

To address these questions, I will draw on audio-recordings and field notes constructed in the course of a 6-month ethnographic study aimed at understanding professional practices in three ethnic businesses in the region of Saarland in Germany. For the purposes of this presentation, I will zoom in on three core transactional encounters by one specific employee that show her experiencing difficulties in what are usually routine practices. By using Mediated Discourse Analysis (Scollon 2001) as the analytical framework, the analysis will illustrate that the problems are only partially due to the restricted learning experience of the employee and her resulting partial or minimum competence in German. While these linguistic challenges reflect negatively on the worker's professional expertise, the analysis suggests that miscommunication also arises due to the clients' lack of familiarity with the concepts and procedures at the workplace. The presentation thus aims to shed light on work practices of immigrant workers and the linguistic challenges in the context of operating small businesses in their new home.

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LEARNING TO BECOME A LAWYER IN A MULTILINGUAL CONTEXT: LEGAL EDUCATION IN A TRILINGUAL UNIVERSITY

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Language, law and culture are interwoven in various and complex ways. Law is a cultural construct, linked to specific legal systems, is expressed typically in a specific national language and is subject to interpretation. The study of law, moreover, requires learning a specific specialized language, the mastery of which contributes strongly to being accepted by the community of practice (Cornu 2005). But what happens when law is studied and taught in the highly complex setting of a multilingual university, with international teaching staff and when several languages are harnessed to build knowledge and present concepts in the law classroom? This is what this presentation seeks to explore.

In the last few decades, an increasing number of universities have implemented English-medium instruction (EMI) alongside programs in the local language or have adopted exclusively English-medium instruction starting at master's level. The

University of Luxembourg has explicitly chosen another path, defining itself as multilingual and considering this multilingualism as an educational asset within the European Union and beyond. What this means in terms of language policies, language practices, multilingualism and multiculturalism is however little researched. Hence our interest in examining the effects of this trilingualism on knowledge construction and the development of professional competencies as they are experienced more specifically in the Faculty of law of this trilingual University.

In this paper, drawing on ethnographic observations, video-recordings of three law courses as well as semi-focused interviews of students and teachers, we specifically focus on examining the tactics, processes and mechanisms through which legal language resources are presented to students to become eventually part of their repertoire (Blommaert & Backus 2013: 9). More specifically, we analyse three excerpts which display some of the paradoxes of learning and teaching law in a multilingual context: in some courses, participants, i.e. law professors and students, draw on code-switching as a resource to help capture the essence and extend knowledge about specific legal concepts. Others believe that such multilingual pedagogical practice may create conflicts because legal concepts are often bound to the language in which they were initially formulated. More generally we explore through discourse analysis of the data the ways language alternation is used and assessed by teachers and students, and in particular its motivations and functions with regard to pedagogy and knowledge construction in these specific law classrooms.

In the end, we hope to contribute with this paper to a better understanding of the ways in which multilingual practices influence the construction of knowledge in the teaching/learning of law, as well as to better understand what it means to broaden one's repertoire and incorporate new registers in the context of learning new professional skills.

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PREPARING TEACHERS FOR THE MULTILINGUAL CLASSROOM: LESSONS FROM TEACHER PRACTICUM IN LUXEMBOURG

de Saint-Georges, Ingrid
University of Luxembourg

The multilingual educational system in Luxembourg (including Luxembourgish, German & French as official school languages, and a myriad of other languages spoken by children in their families) is often presented in the media and political discourses as something to celebrate – a sort of 'test bed' for social inclusion, participation, cultural diversity. But multilingualism is also often viewed as an important challenge for education: equally held responsible for poor performance in recent PISA assessment, and for breeding social exclusion and inequalities. In the Luxembourgish context, indeed roughly 50% of primary school children are native speakers of a language other than Luxembourgish, and in some urban areas this can go up to 70 or 80%, and from their first days of school the pupils have to start engaging in a complex array of implicit and explicit language policies and practices present in the trilingual school system (where Luxembourguish, French and German are taught successively). This linguistic complexity has consequences for the teaching profession. In particular, it raises questions such as: What kind of competencies do teachers need to teach the curriculum in this highly multilingual and multicultural environment? What kind of preparation do recruits obtain before they start working in such classrooms? But also more generally: How are teachers being educated for trilingual education? To what extent are their own repertoires facilitating or hindering professional practice? There is in fact little research on these questions even though they have become more pressing in a

context of intense reforms of the school system following the PISA results.

The present contribution seeks to address some of these questions by reporting on the first stages of a pilot project in which we have been following pre-service teachers during their practicum, observing their actions and their discourses when they are placed within a classroom to learn from practice and experienced teacher colleagues the skills necessary to enter the profession. The project is a longitudinal project tracking identity transformation and the development of professional expertise in the course of a 4-year training scheme. In this contribution, we use a nexus analysis (Scollon & Scollon 2004) approach and zone in on a critical moment in the school year: the first day of introducing French as a subject in the classroom and how this is done by one pre-service teacher. The video of a one-hour sequence shows an incredibly difficult situation for the recruit as she has to both tailor her course to pupils with 'maximal competence' in French (native speakers) and others with 'minimal competence' in this repertoire (Blommaert & Backus 2013). The analysis focuses on her instructional strategies, the pupils' reactions to them, as well as on the motives for acting she brings to the fore during a recall interview where she is shown sequences of that lesson. Through the case study, we highlight some of the issues and struggles pre-service teachers can be faced with in this trilingual education system and the implicit/explicit models that they draw upon to organize their pedagogical work. These implicit/explicit models for actions are then discussed in the perspective of re-investment in teacher's training and the further refinement of new research questions.

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SYMPOSIUM 10

BETWEEN THE GLOBAL AND THE LOCAL: CULTURAL CROSSROADS IN FOREIGN LANGUAGE TEACHING IN BRAZIL

CHAIR AND DISCUSSANT

Diniz, Madson Gois

Federal University of Pernambuco, Recife-Brazil / UFPE, Brazil

There is major consensus that we are experiencing a period of profound and rapid changes in the kinds of connections that exist between nations and peoples in different parts of the world. When it comes to education and culture, language plays a vital role in those connection changes. Globalization has changed and continues to change language learning in distinct scenarios. The increasingly worldwide use of a language raises a number of pedagogical and political issues that have to do with our understanding of the language itself. In addition to that, glocalization is a fundamental concept towards comprehending the multiples variables in language learning and teaching nowadays. The evolution of the coined term "glocalization" combines "local" and "global" to illustrate the proper balance of the global, regional, and local linguistic attributions to the desirable linguistic comprehensibility, approaches and pedagogical customization. In this way, how in particular can educators close the gap between the global and local pedagogical approaches? What are some of the sociolinguistic issues and concerns in our attempts to equip language learners to understand and be understood in the applicable world of linguistic variants? The aim of this thematic symposium is to present and reflect about some experiences conducted in Brazil concerning the teaching of English and French as a Foreign Language in public Elementary and High School contexts, and how the correlation between global vs. local has sharpened students' language skills, as well as cultural competencies in relation to their own culture, emphasizing the value of alterity as a potential pedagogical component.

L'ENSEIGNEMENT DES LANGUES ÉTRANGÈRES ET LA TRANSMISSION DE LA CULTURE

Puça França, Fernanda Cristina
Federal University of Pernambuco – Experimental School

La communication a une grande importance dans nos jours et le langage est un instrument pour cette communication. Le langage transmet la culture et celle-ci exerce une influence sur le langage. C'est à dire qu'il y a une étroite relation entre langage et culture. L'enseignement/apprentissage d'une langue étrangère contribue au développement individuel, l'élargissement des horizons, l'acquisition de nouvelles cultures et le respect de ces nouvelles cultures. Les expériences vécues au "Colégio de Aplicação da Universidade Federal de Pernambuco" (CAp/UFPE), dans le projet d'enseignement des langues par niveau, montrent que la connaissance de la culture française est un important élément dans son apprentissage. Dans une perspective actionelle, la connaissance d'une nouvelle culture fait de l'apprenant un acteur de la communication qui peut interagir dans les différents réseaux sociaux. Ces expériences envisagent, aussi, la possiblité de trouver des solutions pour les difficultés détectées dans le processus d'enseignement/apprentissage de la langue française au CAp.

SHORT FILMS: PROMOTING CULTURAL DIALOGUES IN THE CLASSROOM

Brandão, Júlio César
Federal University of Pernambuco – Experimental School

Culture and technology are intrinsically linked at the present time.

Students' interests are currently instructed and guided by the technological offer through various means of communication and information. Taking into account their role as responsible for the education and training of citizens, elementary and high schools must surround themselves with resources that promote learning and educational success, as much as cultural awareness. One of the tools that have great potential to achieve this goal are the audiovisual ones, more emphatically the work with short films as they are, besides authentic material, motivating, attractive and culturally reflexive. Not only do they assist communication skills, but also systematically offer language and culture input, making their plots practical and adaptable scenarios to English language classes. Thus, we intend to reflect about cultural strategies and activities through a didactic exploration of short films. Our intention is to provoke awareness on how culture sharpens language and its effects in EFL classes. Also, our aim is to present a brief panorama of how short films have triggered motivation and cultural competencies in public Brazilian elementary and high schools students, also maximizing the development of the various skills of the English language.

THE INTERPLAY BETWEEN ENGLISH LANGUAGE ACQUISITION AND CULTURAL CONTEXT FOR BRAZILIAN LEARNERS

da Silva, Hudson Marques
Federal Institute of Education – Pernambuco

This talk aims to discuss the role of cultural context in English Language Acquisition (ELA) considering Brazilian learners. The discussion is based mainly on which lexicon, images, and ideologies are presented in the most common student's English books used in Brazil. The main point is that such books, as well as the teachers and English courses that use them, have brought a cultural context that is not meaningful for Brazilians students, since the semantic fields (food, places, sports, professions and so forth) are part of American and British cultures, rather than Brazilian. So, this difference has caused some situations for Brazilian learners such as difficulties in learning English, denying identity, and the imposition of those countries' culture. However, as Crystal (2006, p. 425) points out, "[...] approximately one in four of the world's population are now capable of

communicating to a useful level in English." Then, "What happens when several people use English in a country? They develop a local English. There are now many new varieties of English being developed around the world, in countries like India, Singapore and Ghana." (CRYSTAL, 2005, p. 35). So, considering that, why not assume a Brazilian English, with an own lexicon based on Brazilian cultures? We argue that it would be a way of democratizing English language in Brazil, but without denying its own specificities and identity.

SYMPOSIUM 11

LEARNING TO TEACH: DIFFERENT RESEARCH EXPERIENCES IN TEACHER EDUCATION IN BRAZIL

CHAIR
Magalhães, Izabel
Universidade Federal do Ceará, Brazil

DISCUSSANT
Cortes Gago, Paulo
Universidade Federal de Juiz de Fora

There has been a significant debate about teacher education in Brazil probably based on two facts: the central government adopted a national curriculum and a policy to fund local education with incentive to the states. However, due to an apparent lack of interest of local government in teachers, teacher education is of poor quality. This symposium proposes to debate research that relates theoretical discussions and practices. As Gherardi (2012: 27) notes, "Communities of practitioners sustain their practices by negotiating and discussing what is a good practice, which of them is better or more beautiful, when a practice should be changed and how, or whether it should be discarded." Thus, while acknowledging that practices can be reproduced, we view practitioners as autonomous social agents who can change their practices. This is a common thread in the papers about research in teacher education that will be presented in this symposium.

The first paper, by Alexandre Costa, from Universidade Federal de Goiás, and Izabel Magalhães, from Universidade Federal do Ceará, discusses «Discourse Changes in Brazilian Teacher Education». The focus of this paper is on the proposal of a full day activities in schools (in Portuguese, «Escola de Tempo Integral»), in the state of Goiás, in the Midwest region, specifically in relation to genre teaching in Portuguese, which is the official language. We observed the implemantation of this proposal in teachers from ten schools of the state of Goiás, adopting an ethnographic and collaborative method. The data consists of field notes and interviews. Following a critical view of discourse (Fairclough, 2003), the paper ends suggesting that although teachers often feel exhausted, they have been empowered by gaining control over their practices and by their growing qualification.

The second paper, by Rosane Rocha Pessoa and Maria Eugênia Sebba F. de Andrade, from the Universidade Federal de Goiás, «A Critical Teacher Education Experience in the State of Goiás/Brazil», examines the implementation of the National Network of Continuing Education for Teaching Professionals of Public Basic Education in Goiás, which started in 2013 in 10 towns, with 110 teacher participants. The data consists of written narratives about their education, their professional profiles, evaluation of activities in this course, an initial and a final questionnaire, and 4 reflective sessions. The method was based on Fairclough (2003), and the results indicate that although the teachers had the official documents to guide their practice, they almost took no notice of them until they started the course.

The third paper, by Maria do Socorro Oliveira, from Universidade Federal do Rio Grande do Norte, examines teaching and learning actions in the project «The Teaching and Learning Habitus: Constructing a New Reality in Basic Education in Natal, Rio Grande do Norte. The study focuses on literacy projects in initial and continuing education. Theoretically, the study is based on Bourdieu's work (1975, 2003) and the New Literacy Studies. Methodologically, it has a critical ethnographic character. The results suggest that the work developed through

literacy projects can guide teachers to become literacy agents.

DISCOURSE CHANGES IN BRAZILIAN TEACHER EDUCATION

Costa, Alexandre
Universidade Federal de Goiás

Magalhães, Izabel
Universidade Federal do Ceará

Over the last two decades, the Brazilian central government has promoted almost one hundred percent access of the population in school age to mainstream schools. At the first stage, with the National Curriculum Parameters in 1998, the epistemological base of this change was the relation among subjects across the curriculum and interdisciplinary practices, centered on the pedagogy of projects and in sequences organized around genres. However, the implementation of this process was carried out in an inadequate way: it was imposed through top-down processes of continuing teacher education that were disconnected of the real conditions of the schools, which resulted in demotivating teachers. In fact, it was a process of technologization of discourse. Discourse technologies are transcontextual techniques, which are resources that can be used as strategies in a variety of contexts (Chouliaraki and Fairclough, 1999; Fairclough, 1992, 2003), characterized mainly by what is known as disembedding practices, that is removing a practice from one context and recontextualizing it in another context (Giddens, 1990; Bernstein, 1996). These circumstances associated with the salary devaluation of basic education teachers cut down the impact of this new curriculum; they also caused teachers to be confused and hopeless. But nowadays at a new stage of this reform, the central government's adoption of the school full day model has allowed for changes in school activities (Moll, 2012). The need to stay at school during the whole day not only developed teachers' awareness about their real working conditions, but also caused education policies to adapt to local practices.

We carried out observation of this process in ten schools of the state of Goiás, in the Midwest region of Brazil. In addition to the change that we have mentioned, we can note that these schools are observed by an educational institute of the third sector in teacher education. Our research can be characterized as ethnographic, with field notes of our class observation and long interviews with teachers, and it is also collaborative (van Maanen, 1988; Barton and Hamilton, 1998; Heath and Street, 2008) and empowering (Thomas, 1993). For this paper, we have selected six interviews and field notes about classes in three schools. Further, we analyzed several genres that are part of pedagogic practices and teacher education. Our analysis indicates that teachers are exhausted by their daily work demands. However, we also noted that they have been empowered by the ways in which they have gained control over their practices, as well as by their growing qualification. As this research is in progress, we will continue observing classes and interviewing teachers in the second stage of the field work, from February to April 2014. Thus, we will use additional data to confirm these results or to question them.

Keywords: Discourse Changes, Teacher Education, Genres, Portuguese Teaching.

A CRITICAL TEACHER EDUCATION EXPERIENCE IN THE STATE OF GOIÁS/BRAZIL

Pessoa, Rosane Rocha
Sebba F. de Andrade, Maria Eugênia
Universidade Federal de Goiás

In Brazil, most basic public school teachers face the teaching ambiguity between professionalism and proletarization, which imposes them a semi-professional condition (Enguita, 1991). This condition is understood as resulting from the process of democratization of basic education started at the end of the 1960s. Nowadays, teachers, mostly women, have been facing the challenge of democratizing quality in basic education and transforming unjust social structures as well as struggling against low salaries, the loss of professional prestige and status, and the lack of specialized knowledge. One

of the government initiatives to cope with the need of improving basic education was to create a National Network of Continuing Education for Teaching Professionals of Public Basic Education in 2011. Our extension teacher education program in this network was implemented in 2013 in 10 towns of Goiás, a Midwest state of Brazil, and had 110 (86 female and 24 male) teacher-participants. The project aimed at promoting: the development of teachers' discursive competence in English; reflections about English critical teaching grounded on theoretical discussions and practical teaching issues; the problematization of naturalized practices and discourses about English, language education, teacher education, and social issues. Underpinning these aims is the emerging paradigm of "prudent knowledge for a decent life" proposed by Santos (1988: 60), according to which the school has a crucial ethical commitment to new generations; it is a citizen school, which proposes, in the name of criticality, the resumption of concepts such as justice, happiness, virtue, dignity, and solidarity. The 19 teacher educators (14 female and 5 male) involved in the course were aware that the educational context is adverse, but they were also conscious that it is also a place of possibilities. Besides, most of them were aware that English is the language of domination and exclusion (Pennycook, 2007), but also a language we can take ownership of in a critical and counter-hegemonic way (Hooks, 1994). Part of the doctoral thesis of one of these teacher educators will be shown here focusing on two analyses: narratives of her 10 female teacher-participants about critical teaching and the process of collaboration between the teacher educator and the teacher-participants. The data was generated in two small towns in the state of Goiás (Cidade de Goiás and Itapuranga), between March and November 2013, by means of written narratives about their education and their professional profiles, evaluation of some activities done in the course, an initial and a final questionnaire, and four reflective sessions. The methodology of analysis was based on Fairclough (2003). The results show that, although schools had the official documents – the National Curriculum Parameters (1998) and the Curriculum Guidelines for Secondary Education (2006) – to guide the teaching practice in a critical perspective, the participants ignored almost completely their essence, at least until the moment in which they started the course. So, the course arises as a turning point in their career, as we can notice in the way they talk.

Keywords: Brazilian Education Policy, Teacher Education; Critical Teaching; Linguistic Education; English Teaching.

TEACHER LITERACIES: TEACHING AND LEARNING WITH LITERACY PROJECTS

Oliveira, Maria do Socorro
Universidade Federal do Rio Grande do Norte

Affected by contemporary Brazilian society in which there are conflicting demands and weakened by problems caused by socioeconomic and educational issues, teachers are challenged in several ways, which remind us not only of their situation in schools and their role in modern society, but also of their education. Considering teachers as agents of social change, this paper will examine teaching and learning actions in the project "The Teaching and Learning Habitus: Constructing a New Reality in Basic Education in Natal", which is part of the Education Laboratory, an investment program aimed at developing research in education. This paper focuses on literacy projects that were developed in a collaborative approach with teachers in initial and continuing education in the area of Languages and Literature ("Letras"). Centered on the qualification of the Portuguese Language teachers, this project aims at: 1. Promoting processes of teacher qualification in situated contexts; 2. Developing a set of language actions directed at widening curriculum knowledge in the area of Letras and at developing teachers' reading and writing competence; and 3. Qualifying teachers in initial and continuing education to teach literacy practices that involve reading, writing, language analysis and oral skills in the school context. These projects are a set of activities that come from a real

interest in students' lives, involving the use of reading texts that are really part of social life and the production of texts which will be read in fact, in collective work among teacher and students according to each one's capacity. This is a social practice in which writing is used for a particular purpose, which is beyond learning only formal aspects of writing, changing circular aims like "writing to learn writing" or "reading to learn reading" in reading and writing to understand and learn what is relevant to the project. As special didactic organizations, literacy projects can effectively contribute to the teachers' empowerment as they play the role of literacy agents, mobilizing the adequate knowledge systems, the community members' resources and skills, and promoting their students' skills and resources, so that they can take part in local and institutional literacy practices. Theoretically, the study is based on Bourdieu's work (1975, 2003), mainly on the notions of habitus, field and cultural capital, on studies about situated literacy that are interested in the local x global articulation (Barton et al., 1998; 2000; Street, 1993), and on critical literacy, based on views of social change and empowerment (Freire, 1973; Luke and Baynham, 2004). Methodologically, this research has a critical ethnography character (Thomas, 1993), also adopting Brofenbrenner's proposal (1996) in relation to the ecological-social perspective. The data for analysis was generated in three state schools in Natal, Rio Grande do Norte. The results suggest that the work developed through literacy projects can orient teachers to become literacy agents that are capable of mobilizing resources, skills and knowledge to act with their students in the social world through reading and writing, which has promoted political consciousness, protagonism, autonomy and social justice.

Keywords: Literacy Projects, Teaching and Learning Actions, Portuguese Teaching.

SYMPOSIUM 12

HOW PROFESSIONALS MANAGE SOCIAL INTERACTION IN CHALLENGING ENCOUNTERS

CHAIR
Mondada, Lorenza
University of Basel, Switzerland

DISCUSSANT
Stokoe, Elizabeth
Loughborough University

This panel focuses on the interactional skills of professionals involved in managing various kinds of interactional activities – such as chairmen managing complex participation frameworks in meetings, professionals managing delicate service encounters, medical and health staff managing consultations with patients. Asymmetry characterizes most of institutional interactions (Drew & Heritage, 1992), in which professionals initiate most sequences of actions – for example by asking questions, producing requests, inviting to talk. Nonetheless, even in these asymmetric configurations lay members might challenge the way in which professionals organize both social interaction and specific formats of action. The panel focuses on a detailed description of these moments, aiming at showing how professionals manage them, pinpointing which practices they use for that, and which issues in terms of professional training are raised by them.

The situations analyzed in the panel address professional and institutional settings characterized by:

- Professional activities centrally involving the management of interaction – such as meetings, service encounters, consultations.
- Interactions characterized by an asymmetric distribution of talk and of epistemic authorities – with citizens, clients, help seekers, patients.
- Activities or sequences in which the action of the professional might be possibly challenged by lay co-participants.

All papers of the panel adopt a conversation analytic perspective,

– use video data recorded in institutional or professional settings,
– take into account multimodality.

The fine-grained analysis reveals the complexity of professional interactional tasks and how professionals face contingent and unplanned challenges emerging in situ.

A detailed analysis of these situations reveals the importance of social interaction and of the way in which interactional order is accomplished moment by moment within the work of professionals. Often interactional challenges are not considered in professional training and are not viewed as centrally characterizing the skilled performance of professionals. The situations examined within this panel show the importance of this tacit interactional work for both professional achievement and professional training.

INTERACTIONAL PRACTICES IN HAIRDRESSING SERVICE ENCOUNTERS: WHEN THE ACTION OF THE HAIRDRESSER IS CHALLENGED BY THE CLIENT

Horlacher, Anne-Sylvie
Uni Basel

This paper investigates the way in which hair stylists manage delicate moments in hairdressing service encounters, especially when the clients seem to violate their role expectations of service recipients and hair novices. How do hairdressers adjust their professional practices and juggle their role of hair experts and service providers?

While hairdressers are commonly expected to demonstrate their expertise and professional knowledge, I show that there are moments in the unfolding of the activity when this expertise is challenged by the clients, who assume some degree of authority over how their hair should be treated, cut or styled. One such recurrent moment is when the client self-selects in order to preempt a next action from the hairdresser: (vous) coupez quand (même) pas tro:p hein '(you) still don't cut too much huh' / vous faites pas trop de p'tites boucles hein '(you) don't make too many little curls huh' / tu coupes pas beaucoup hein '(you) don't cut much huh'. These turns are recurrently built as a negative statement at the present tense (with a prescriptive dimension), including the verbs faire 'to do' or couper 'to cut', quantifiers, and hein 'huh' as a turn-closing device. In the subsequent turns, hairdressers and clients often renegotiate their expert/novice status through different processes of legitimization – the hair stylist eventually using a specialized hair terminology versus lay terms before both come to a consensus about what is the relevant next action and the most appropriate treatment.

My analysis of a consistent collection of such episodes draws on Conversation Analysis (Sacks, Schegloff & Jefferson, 1974) and multimodal analysis (Streeck, Goodwin & LeBaron, 2011). The data for the analysis has been video recorded in two different hair salons located in the French speaking part of Switzerland (21 sessions involving 21 clients and 6 hairdressers, 28 hours in total). So far, social interactions in hair salons have scarcely been studied in Conversation Analysis – but see Oshima (2009) and Jacobs-Huey (1996) in a more applied perspective.

The present study relates to the body of work done on institutional interaction, especially client/professional encounters in which one party is an expert and the other party a layman. It will shed light on some of the ways in which asymmetries and institutional roles are negotiated within hair salons. Finally, it will lead to a better understanding of the kind of rights and responsibilities participants experience in this type of workplace.

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HOW LAYPERSONS CHALLENGE THE UNFOLDING ACTIVITIES OF PROFESSIONALS IN MULTI-PARTY INTERACTION

Svensson, Hanna
van Schepen, Nynke
Uni Basel

The asymmetry that characterizes most institutional interactions bears among others on different kinds of interactional contributions that are locally assigned to and accomplished by the involved parties through specific recurrent sequence organizations (Drew and Heritage, 1992). Moreover, the audience in large institutional settings is most often treated as a single large party (e.g. in applauses, Atkinson, 1984, or booings, Clayman, 1993). The actions and effects of single participants within a large audience on the ongoing interaction remains under-studied (but see Heath & Luff, 2013, Mondada, 2013). This paper is interested in how single participants can challenge the action projected and implemented by a mediator facilitating communication in a large group.

Within the framework of Conversation Analysis, we investigate how single participants within a large audience can and do have an influence on the ongoing activity, and the consequences these actions have on the actual work of a mediator. We present two cases taken from the SNF project "Speaking in Public – Contributions from a Conversation Analytic Perspective". In the video data on which we base our study, laypersons discuss the transformation of an ancient military site into a public park in Lyon, France, during plenary sessions and brainstorming sessions.

In the first case, based on data extracted from plenary sessions, we examine the pursuing of answers by laypersons in the audience to prior questions not yet answered to by the professionals. Analysis shows what consequences this has on the ongoing interaction and on the response that they do or do not get from the experts.

In the second case, on data extracted from brainstorming sessions, we examine repairs initiated by laypersons concerning the moderator's ongoing activity and the way in which it is carried out.

In both cases issues of entitlement, normative expectations, blame and critique are raised by these actions explicitly targeting the way in which the moderator is achieving his tasks. Thus, these cases aim at reflecting about the way in which the work of mediators as well as the local definition of their rights, obligations and competences may be locally challenged by laypersons in the audience.

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RESPONDING TO NEWCOMER'S COMPLAINTS IN A GERIATRIC RESIDENTIAL CARE INSTITUTION

Monteiro, David
Uni Basel

Based on Conversation Analysis (Sacks, 1992; Stivers & Sidnell, 2013), this study focuses on the interactional practices em-

ployed by two social workers during the admission of a client in a geriatric residential care institution in Portugal, facing the newcomer's resistance to institutionalization and his recurring complaints about the conditions of life in the residence and the old age of the other residents.

During the encounter, the professionals reproduce the complaint of the newcomer through the use of reported speech (Clift, 2006; Holt & Clift, 2007), displaying their stance towards it and rejecting his categorization of the other clients as 'old'. Reported speech is also employed to animate the voices of some residents during a telling to the newcomer, providing him with evidence of their lucidity and autonomy, thus inviting him to consider the category of 'resident' and 'elderly' in a more positive light.

In the course of the encounter, social workers face the critiques and complaints of the newcomer by prompting him to understand how old age can be associated to positive features, as they take the newcomer to a visit of the facilities and present him to residents passing by. As the social worker invites the newcomer to visually inspect the residence and the residents, orienting to his body as a "visible locus for displays of intentional orientation through both gaze and posture" (Goodwin, 2000:179), embodied resources are specifically employed in order to provide evidence of the residents' autonomy and well-being. For the social worker, securing the client's understanding on the basis of embodied resources (Mondada, 2011) becomes a way of engaging him in the everyday life of the institution.

In order to facilitate a newcomer's acceptance of his process of institutionalization, social workers respond to his complaints by emphasizing sameness, agency and autonomy. By demonstrating how professionals respond to this challenge, this presentation attempts to contribute to the identification of interactional professional practices and resources employed by social workers for the promotion of positive perspectives on ageing for elderly citizens facing institutionalization. More generally, the paper addresses professional interactional practices mobilized to respond to disagreements, critiques and complaints, as well as practices treating, engaging with and transforming initial perspectives of new users coming from outside the institution and aiming at becoming insiders.

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SYMPOSIUM 13

LANGAGE, TRAVAIL ET FORMATION : QUELLES ARTICULATIONS AVEC DES PUBLICS EN INSÉCURITÉ LANGAGIÈRE ?

CHAIR
Mourlhon-Dallies, Florence
EDA – Université Paris 5

DISCUSSANT
Guernier, Marie-Cécile
LIDILEM – Université Stendhal Grenoble 3 & CNRS

Le réseau Langage, Travail et Formation, créé à Nancy en septembre 2011, rassemble des chercheurs et des acteurs de la formation d'adultes afin de croiser les expériences et les réflexions entre les domaines scientifique et professionnel.

Les travaux portant sur « la part langagière du travail » (Boutet 2001, Filliettaz 2002) ont été menés par des sociolinguistes, des ergonomes, des psychologues ou des sociologues et ont permis de révéler la place grandissante que prennent les aspects verbaux, et plus généralement symboliques, non seulement dans les relations professionnelles mais également dans le processus même de production de biens matériels ou de services. Les travaux pionniers sur ce thème de recherche ont créé un nouveau paradigme transdisciplinaire qui continue à produire des connaissances scientifiques mais également des pistes pour l'intervention sociale.

Par ailleurs, la didactique des langues, dans la continuité des travaux sur l'enseignement/apprentissage des langues de spécialité, a développé un courant de recherche spécifique qui va, pour le français par exemple, du Français sur Objectifs Spécifiques (FOS) au Français Langue Professionnelle (FLP, Mourlhon-Dallies 2008). A cet égard, la didactique des langues s'est appuyée sur les travaux portant sur la part langagière du travail, sans lesquels toute intervention didactique resterait un outillage méthodologique déconnecté des situations de travail et de leur intelligibilité.

La didactique professionnelle quant à elle (Pastré, Mayen, Vergnaud 2006 ; Pastré 2011) s'est intéressée aux questions des formations techniques par les approches scientifiques des sciences de l'éducation, de la psychologie ou de l'ergonomie. Ce faisant, elle s'est retrouvée confrontée à « la part langagière des formations techniques » (André 2009 ; Adami, André 2010) qui ne représente pas un simple vecteur d'informations mais possède une épaisseur qu'il est nécessaire d'interroger. L'ambition de notre réseau de chercheurs est de permettre à ces courants de recherche convergents de se rencontrer et de travailler ensemble.

Notre objectif scientifique pour ce symposium est d'articuler ces différents champs de recherche autour d'une autre problématique : l'insécurité langagière des adultes. L'insécurité langagière concerne des personnes qui éprouvent des difficultés de communication à l'écrit ou à l'oral, en réception ou en production, dans le cadre d'interactions verbales. Ces personnes sont des francophones natifs ou des allophones. Nous définissons l'insécurité langagière comme la difficulté pour un locuteur/scripteur de gérer de façon efficace les interactions verbales dans lesquelles il est engagé, d'un point de vue linguistique, interactionnel, pragmatique et social. Cette capacité de gestion des interactions dépend de facteurs qui ont été depuis longtemps décrits par les travaux relevant de l'approche communicative en didactique des langues. Le locuteur est considéré comme plus ou moins compétent selon qu'il maîtrise les aspects linguistiques, discursifs, pragmatiques ou socioculturels de la communication.

Les trois communications de ce symposium rendent compte d'une enquête empirique multiforme visant à définir ce concept d'insécurité langagière, à analyser les formes qu'elle peut prendre et en mesurer l'ampleur.

Notre objectif est de démontrer scientifiquement la réalité et l'ampleur de ces insécurités langagières afin de permettre d'élaborer des politiques et des dispositifs d'intégration et de formation linguistiques adaptés et efficients.

L'INSÉCURITÉ LANGAGIÈRE D'ADULTES FRANCOPHONES NATIFS EN SITUATION D'INSERTION PROFESSIONNELLE

Langbach, Valérie
ATILF – Université de Lorraine & CNRS

Cette première communication cherchera à identifier les problèmes langagiers et interactionnels rencontrés par des locuteurs-demandeurs d'emploi engagés dans une interaction avec un professionnel de l'insertion. Nous montrerons que ces interactions verbales (entretiens et conversations) présentent certaines spécificités liées à l'insécurité langagière du locuteur en recherche d'emploi.

Notre corpus de travail est constitué d'environ 10 heures d'enregistrement transcrites et comptent 4 professionnels de l'insertion, 39 demandeurs d'emploi, âgés de 19 à 57 ans et ayant un niveau de scolarisation allant du primaire au doctorat. Nous avons échantillonné notre corpus en fonction du niveau de scolarisation des demandeurs d'emploi afin de comparer leurs compétences interactionnelles. Les situations de communication sont également de différentes natures, même si elles sont toutes duelles et relatives à l'insertion professionnelle de l'un des locuteurs (entretiens d'accompagnement, entretiens-bilans des échanges informels).

L'analyse de ces différentes situations montre que l'insécurité langagière, dans laquelle se trouvent notamment les demandeurs d'emploi peu scolarisés, se manifeste aux niveaux lexical et syntaxique mais surtout au niveau interactionnel et situationnel. Ainsi les locuteurs-demandeurs d'emploi éprouvent des problèmes de compréhension du lexique, que ce dernier relève du technolecte de l'insertion ou non. Ils produisent également de nombreux énoncés pouvant être qualifiés de syntaxiquement déviants et qui peuvent perturber l'intercompréhension des échanges. Par exemple, il n'est pas rare que ces locuteurs utilisent de façon inappropriée des expressions qu'ils ont souvent entendues dans les discours du domaine de l'insertion professionnelle, qu'ils ne maitrisent pas mais qu'ils estiment devoir utiliser lors des entretiens. Au-delà des problèmes lexicaux et syntaxiques, des problèmes liés à la gestion de l'interaction apparaissent fréquemment et gênent également le déroulement des échanges. Nous montrerons que la construction collaborative du discours (Sacks et al. 1974, Schegloff 1982, Clark 1996, Mondada 2002, Kerbrat-Orecchioni 2005, Fillettaz 2005, André 2010) demande de nombreux ajustements et des négociations conversationnelles parfois assez longues. Nous montrerons que le déroulement des échanges (question/réponse par exemple) est différent en fonction du degré de scolarité des locuteurs. Nous analyserons les manques de compétences sociolinguistiques des locuteurs qui ne perçoivent pas les facteurs pertinents qui influencent le déroulement des échanges. Enfin, nous montrerons que les négociations interactionnelles peuvent être abandonnées par le locuteur-professionnel. Dans ce cas, ce dernier renonce à une communication satisfaisante tant les difficultés langagières et interactionnelles sont importantes. Nous terminerons en examinant les implications de ces analyses dans le champ de la formation linguistique.

L'INSÉCURITÉ LANGAGIÈRE EN COMPRÉHENSION ORALE D'ADULTES FRANCOPHONES NATIFS EN SITUATION PROFESSIONNELLE

Ciekanski, Maud
ATILF – Université de Lorraine & CNRS

Cette deuxième communication cherchera à analyser le degré éventuel d'insécurité langagière en compréhension orale d'adultes natifs confrontés à un discours courant en français. Les phénomènes d'insécurité langagière sont décrits et assez bien connus dans le cadre de l'analyse des interactions exolingues et/ou chez les migrants qui acquièrent la langue du pays d'accueil. En ce qui concerne les natifs interagissant dans leur langue première, les études sont moins nombreuses. Le domaine le mieux connu et le mieux décrit est celui des compétences

à l'écrit des natifs : c'est le phénomène largement décrit de l'illettrisme qui concerne les difficultés lourdes qu'éprouvent les natifs en lecture et en écriture dans leur propre langue. En ce qui concerne les compétences des natifs à l'oral en revanche, les avancées scientifiques sont nettement moins claires et sont par ailleurs parasitées par un débat idéologique intense. En effet, à la suite du débat Labov/Bernstein, qui n'a jamais été tranché, deux positions s'opposent. Pour résumer brièvement, nous trouvons d'un côté les chercheurs plutôt influencés par Bernstein (1975) qui voient dans certaines variétés populaires des « codes restreints » peu aptes à formaliser l'expression langagière de façon efficace ; de l'autre côté, nous trouvons les chercheurs influencés par Labov (1976) qui contestent l'existence de variétés moins efficaces en arguant qu'il s'agit seulement d'une question de point de vue défini par la norme standard. Certains chercheurs qui adoptent cette position nient d'ailleurs tout simplement l'existence de formes d'insécurité langagière au sens où nous l'entendons. Cependant, quelles que soient les positions des uns et des autres, les recherches portent toujours sur l'expression orale des enquêtés dont on analyse les discours produits en situation plus ou moins expérimentale. Aucune enquête ne porte sur la compréhension orale.

C'est précisément ce manque dans la recherche en sociolinguistique qui nous intéresse et que nous avons souhaité éclaircir. Nous avons mis au point un protocole expérimental qui nous a permis d'observer les problèmes de compréhension en français (à partir d'un extrait de bulletin d'information radiophonique, par exemple). Nous avons pour cela testé un échantillon important de personnes allant de jeunes adultes en apprentissage à des salariés qui suivent une formation linguistique. Cette communication présentera les premiers résultats de cette étude.

L'INSÉCURITÉ LANGAGIÈRE DES ADULTES NATIFS ET ALLOPHONES EN SITUATION DE FORMATION LINGUISTIQUE

André, Virginie
ATILF – Université de Lorraine & CNRS

Cette troisième communication vise à identifier et à analyser la façon dont les acteurs de la formation (à la fois les commanditaires et les formateurs) répondent à l'insécurité langagière des adultes natifs et allophones dans les formations linguistiques. Ce phénomène reste encore insuffisamment appréhendé sur le plan théorique et didactique, ce qui se traduit chez les formateurs d'adultes en insertion par des difficultés, voire des incapacités à proposer des actions de formation satisfaisantes tant sur le plan méthodologique que sur le plan langagier et interactionnel.

Afin de faire remonter du terrain la compréhension des situations de formation dans lesquelles l'insécurité langagière se manifeste, nous nous inscrivons à la suite des travaux issus de la psychologie du travail (Clot, 2000), de l'ergologie (Schwartz, 2000) et de la didactique professionnelle (Pastré et al., 2006) et privilégions le prisme de l'expérience (Pastré, 2013 ; Schwartz, 2013). Notre objectif est d'appréhender par ce biais les situations de formation qui résistent ou ont résisté dans les pratiques formatives des professionnels interrogés. Adaptant les approches d'enquête plurielles permettant de « faire parler » les professionnels sur leur activité (les entretiens au sosie, Oddone, et al., 1981 ; les autoconfrontations simples et croisées, Clot et al. 2001), nous chercherons à identifier dans un premier temps ce que signifie l' « insécurité langagière » chez les formateurs et les commanditaires, comment ils la repèrent et la construisent en termes d'objectifs de formation. S'agissant ici de mettre en lumière des prises d'indices souvent incidentiels, nous travaillerons sur les expériences vécues des formateurs pour les transformer en expériences objectivées.

Dans un deuxième temps, en situant la parole des acteurs par rapport à leurs pratiques de formation routinières et singulières face à l'insécurité langagière rencontrée chez les

stagiaires, nous questionnerons l'écart entre pratiques prescrites (par le lieu de formation, les manuels, les pratiques professionnelles) et les pratiques vécues (la façon dont chacun réagit et s'adapte à une situation donnée). Nous utiliserons cette connaissance du métier comme analyseur pour interroger, voire repenser, la formation linguistique. Nous dégagerons pour finir des préconisations en termes de pratiques formatives.

SYMPOSIUM 14

INTERACTIONAL COMPETENCES IN INSTITUTIONAL PRACTICES: MECHANISMS OF LEGITIMATION IN EDUCATIONAL SETTINGS

CHAIRS
Petitjean, Cécile
Université de Neuchâtel, Switzerland

Pekarek Doehler, Simona
Université de Neuchâtel

DISCUSSANT
Melander, Helen
Uppsala University, Sweden

Young people's ability to communicate effectively in a variety of educational and professional settings is an increasingly important factor for social integration and academic and professional success. But relatively little is known about the specific requirements of educational and professional institutions regarding young people's communicative abilities, especially about their capacity to engage in spoken interaction with others. Based on a qualitative interdisciplinary research design, the IC-You project (Interactional Competences in Institutional Practices: Young People between School and the Workplace) investigates key moments in the social trajectories of young people: obligatory and post-obligatory schooling, professional training, job interviews, speech therapy sessions and the first steps into work life. This symposium is dedicated to educational settings while another symposium is dealing with the workplace.

The project pursues three main lines of investigation. The first concerns the question of legitimate competence: What are the concrete institutional demands that school and the professions put on young people's interactional competences? The second focuses on mechanisms of legitimization: What are the mechanisms through which young people's interactional competences are explicitly and implicitly assessed on their path towards the world of work and adulthood? The third investigates possible (dis)continuities between key moments of young people's trajectories within different institutions.

In this symposium we focus on the deployment, evaluation and legitimation of interactional competences in two settings that are emblematic of young people's pathways, i.e. school and speech therapy. We aim to shed light (1) on the interactional competences deployed in these settings and (2) on the interactional processes by which these competences are treated as valid, appropriate and legitimate. This allows us to uncover some aspects of the communicative cultures and the hidden curricula at work in the quoted settings. Based on interaction analyses of finely transcribed video-recorded naturally occurring (i.e. non-elicited) data, the contributions investigate three dimensions of interactional competence and the related mechanisms of legitimization: the expression of personal opinion, the management of laughter and the accomplishment of story-telling.

- Virginie Degoumois explores how teachers' reactions to students' expressions of personal opinions in question-response sequences tacitly and systematically invite students to display stronger personal commitment as a legitimate feature of classroom interaction.
- Cécile Petitjean and Esther González Martínez show that laughter in the classroom is not only a cause of perturbation but also a resource for managing interactional trouble and for warranting progressivity in interaction; this type laughter is one of the resources by means of which class-

room participants index the legitimacy of specific interactional practices.
- Audrey Sublon and Geneviève de Weck investigate how young people initiate story-telling during language therapy sessions, the interactional resources the youth deploy for doing so as well as the processes through which therapist acknowledge the story openings as more or less legitimate.

Taken together, the three contributions shed light on how some dimensions of young people's international competences are rendered both recognizable and legitimate by means of interactional practices that typically evade official institutional curricula.

THE EXPRESSION OF PERSONAL OPINIONS IN THE CLASSROOM: INSIGHTS INTO TEACHERS' IMPLICIT LEGITIMIZATION OF STUDENTS COMPETENCES

Degoumois, Virginie
Université de Neuchâtel

School is a central institutional setting where participants' competences are constantly and explicitly evaluated, most of the time through practical testing and rating. But what about more implicit mechanisms of evaluation and legitimization? And what about competences that are not explicitly targeted by the official curricula? The present study aims to contribute to our understanding of how teachers' practices lead students to reconfigure the way they proffer personal opinions. We are interested in the expression of personal opinions because this everyday activity is not explicitly evaluated in the classroom and yet is particularly challenging for students in our data. Although students have at their disposal the linguistic resources to express their opinion, the interest lies in the way teacher and students adjust their interactional practices in order to display to each other the appropriateness of a given conduct.

This study is based on a corpus of thirty hours of interaction that has been audio and video recorded in French L1 classrooms of Western Switzerland. The data stem from two different grades of schooling, referred to as secondary-1 and secondary-2, and involve students aged between 13 and 18 years. Using Conversational Analysis, we analyze question-response sequences occurring in personal opinion exchange activities. First, we investigate the practical purposes that students get accomplished by the epistemic stance embodied in responses to the teacher's question, indexing the degree of commitment to their talk. Special attention is paid to the sequential positioning of their responses and to the syntaxico-lexical and prosodic formatting of these (negative epistemic marker, final rising intonation, gaps, etc.). Second, we examine how the teacher reacts to the students' responses, and what kind of action he thereby accomplishes (validation, clarification request...). What appears to be promoted through the teacher's reactions is a greater assertiveness in the expression of personal opinion by the student. In turn, the different legitimization processes thereby offered by the teacher lead the students to finely adapt their response accordingly.

Our results reveal that the students' competence of "presenting an assertive personal opinion" rests on a dynamic and co-constructed interactional process. The degree of students' assertiveness is shaped through several implicit legitimization practices of the teacher. Teachers seem not only to help students to formulate an opinion but also to invite them to express a certain degree of commitment to it. Finally, these implicit processes of legitimization reveal the importance of understanding the role of the teachers' professional practices, as they are deployed within the moment-to-moment unfolding of turns at talk, for how students act, and possibly learn, in the classroom.

LAUGHTER IN THE CLASSROOM: TROUBLEMAKING OR RESOURCE FOR MANAGING TROUBLE?

Petitjean, Cécile
Université de Neuchâtel

Gonzalez-Martinez, Esther
Université de Fribourg

This presentation deals with the communicative functions of laughter in classroom interactions. Laughter is often viewed as troublemaking in this context: it may express a lack of attention from students and may hinder learning activities. This is associated with the representation of laughter as an uncontrollable reaction to humorous stimuli. Nevertheless, several studies have described how laughter is deployed in interactions as a socially organized activity that is not systematically initiated by something funny (Jefferson, Sacks, and Schegloff 1987; Glenn 2003; Glenn and Holt 2013). Moreover, laughter is a very efficient resource in the management of institutional interactions (Haakana 2002; Glenn 2010; Markaki et al. 2010). Because schooling is one of the most relevant institutional contexts for young people on their paths to the workplace, we aim to better understand how and why participants laugh when there is nothing funny in a classroom interaction.

We have analyzed video-taped interactions taking place during French as a First Language lessons in schools in the French-speaking part of Switzerland, with students ages 13–14 at the lower secondary level and ages 17–18 at the upper one. We have analyzed four lessons for each level of schooling, and gathered a total of six hours of recordings. Using a conversation analytical approach, we have analyzed laughing episodes that are not linked to a humorous event and have observed that students' laughter often appears at moments of trouble. Based on detailed analysis of who initiates laughter (speaker vs. recipient), the laughter features (solo vs. shared laughter) and its sequential position (turn beginnings, within-turn, turn closings), we have uncovered several communicative functions of laughter for trouble management: to prevent, solve, and assess trouble. We have also examined the relationship between the seriousness of the moment of trouble and the organization of students' laughter (smiling and smiling voice vs. laughter and laughing voice). This shows that laughter is a relevant resource for ensuring progressivity of classroom activities, but also that students are able to adapt the laughter machinery to the contingencies of classroom interactions.

Although there are some studies on laughter in classrooms (Jacknick 2013), students' laughter is still a little-known phenomenon, particularly in the institutional context of first-language learning. Here we propose to study the function of laughter in the classroom, in order to show (1) that the students' laughter is not systematically a cause of trouble but sometimes a resource to bypass it; (2) how students manage to finely organize laughter in order to jointly support the accomplishment of classroom activities; and (3) how the students' laughter indexes their orientation toward the degree of institutional appropriateness of actions in progress. In conclusion, this presentation focuses on laughter as one of the interactional competences with which students index the legitimacy of some interactional practices in the classroom. This is a concrete output at an educational level: by understanding how students support the progressivity of classroom activities, we better understand how students manage opportunities for learning, a crucial issue for teacher training but also for teachers' educational practices.

PERSONAL STORYTELLING IN SPEECH THERAPY SESSIONS: INITIATIONS AND LEGITIMIZATION

Sublon, Audrey
de Weck, Geneviève
Université de Neuchâtel

Teenagers with language impairment often initiate personal stories during speech therapy sessions. The way in which the therapist receives these initiations provides indications as to what is institutionally expected when the youth tell a story.

Telling a personal event is a practice occurring in several institutional contexts such as school, the workplace or speech therapy. In speech therapy, the personal storytelling is a usual interactional and professional practice during the treatment. These stories are co-produced by the teenager-therapist dyads. Most are initiated by the therapists who ask the teenagers to recount an event. Through these stories, participants sum up the previous activities or get again in touch after e.g. holydays. But what happens when the teenager initiates himself an event?

Even if teenagers succeed in co-producing stories, they may have difficulties to do it adequately. Indeed, telling a personal event requires several competences. One of this is the interactional competence observable during the initiation of a storytelling: how and when is it adequate to begin to tell a personal experience in a therapy session? How does the speech therapist's practice index the (in)appropriateness of the adolescent's initiation according to the therapeutic activities in progress (de Weck 2006)?

We followed three dyads involving teenagers ages 12-15. Following a socio-interactionist approach (de Weck, 2005; 2010) we analyzed video-taped interactions taking place during 19 sessions. These interactions have been divided into four discursive sequences (Bronckart, 1996) among which the sequence of personal storytelling. We have focused on adolescents' initiation of storytelling and its sequential placement, by observing if the stories are related to the ongoing activities. Two types of initiation were distinguished: autonomously initiated stories or stories solicited by others. We have also observed how the therapist reacts to these initiations (agreement, disagreement, reformulations, demands).

We aim to show (1) the links between how, when and why the adolescent initiates a story in the session; (2) how, when and why the therapist appreciates (or not) the adolescent's initiations, (3) what are the institutional expectations about adolescents' interactional competences.

Our findings show that personal storytelling represents almost half of the sequences in the therapeutic sessions. Two types of stories are produced: experiences shared by the dyad and events experienced by only one participant. Teenagers often initiate autonomously stories of events they have experienced. These stories are produced based on different associations of ideas and appear in several activities. Even if personal initiatives of stories of teenagers in the therapy institution are often encouraged and enhanced by the therapist (phatic element, exclamation, positive evaluation, compliments), the teenagers are excepted to use appropriately their narrative competence according to the context of production of theirs stories. Initiations of teenagers are rarely permanently stopped by the therapist who rather proposes to defer the act of narrating in the case of inappropriate initiation.

This institutional legitimation of storytelling in speech therapy is an important issue: it leads the adolescents to adapt their narrative competence to a specific institutional context and helps them to better satisfy what is expected in educational and professional settings.

SYMPOSIUM 15

COMMUNICATION PROGRAMMES FOR COLLABORATIVE POLICY MAKING: THE KYOTO CHALLENGE IN TERTIARY AND VOCATIONAL EDUCATION AND TRAINING

CHAIR
Shiraishi, Katsutaka
Ryukoku University, Kyoto, Japan

DISCUSSANT
Marra, Meredith
Victoria University of Wellington, New Zealand

This thematic symposium gives an overview of the "Kyoto Challenge," university reforms that aim to link tertiary education to vocational education and training. Specifically it outlines communication programmes at the tertiary level (higher education including the undergraduate and postgraduate level) for collaborative policy making, and shows how sociolinguistic research has contributed to the development of these programmes. The Kyoto Challenge aims to link human resources development with making a sustainable local society. To realise this goal, it is important to create a multi-stakeholder partnership in which people from different sectors (local government, businesses, NPOs, and local citizens) gather to make policies for the local society, and to train "public-minded experts" (Shiraishi & Niikawa, 2008) who can actively work in partnership with people from different sectors. Two educational programmes in the Kyoto Challenge focus on developing communication skills for constructive dialogue and discussion. One has been developed for graduate students, focussing on facilitation. The other has been developed for undergraduates, focussing on 'participant-ship' – active participation leading to constructive dialogues and discussions.

To the best of our knowledge, there has been little sociolinguistic research aimed at developing communication skills in Japanese for native speakers of Japanese, though much research has been conducted on communication strategies and skills to develop English proficiency for Japanese EFL learners. With regard to educational communication programmes in Japanese, most research (e.g., Nakano & Maruno 2013) focusses on ways of having a Western-style debate, not on dialogue and discussion (hanashiai in Japanese). In addition, though there is research in management studies that uses introspection to explore the skills of facilitators (e.g., Schwartz 2002), there is not linguistic research. Our communication programmes are unique in being based on empirical sociolinguistic research. The innovative approach focuses on raising students' awareness regarding structures of discussions. Japanese students are seldom taught how to progress discussions although they have opportunities for group discussions in their secondary education. Moreover, our attempt is itself unique in linking university education to vocational education.

In the thematic symposium, the first paper addresses the background to the Kyoto Challenge. It introduces the key concepts, and discusses what kind of communication capability is required for public-minded experts. The second paper introduces the advanced level of our communication programme, which focusses on skills for facilitation. The third paper outlines the basic level of our communication programme, which focusses on skills for making the hanashiai (dialogue and discussion) more constructive. Following the three related papers and comments from a discussant, we hope to have a discussion session between the presenters and the audience.

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INTRODUCTION TO « KYOTO CHALLENGE »: THE CHALLENGE OF LINKING TERTIARY EDUCATION TO WORK

Matoba, Nobutaka
Ryukoku University, Kyoto, Japan

This presentation reports the features and significance of the "Kyoto Challenge," which bridges university education and vocational education and training (VET) at the local level.

In the public policy field, there have been widespread discussions of "local governance" (Warburton 2009), where varieties of stakeholders participate and take active roles in the governing processes. Specifically in Japan, such partnerships are evident partly because the public sector organisations, which traditionally hold the initial power and resources in local governing, can no longer work alone – due to the chronic economic downturn and emerging local problems such as trans-boundary environmental problems.

Under such circumstances, both educational institutions and private companies gradually realise the new demands of knowledge and skills required in partnership endeavours. Traditionally in Japan, where sectionalism is widespread, VET is normally provided as in-house training at each company. University educations, on the other hand, have tended to concentrate more on general academic knowledge. There has been a clear need of bridging the gap between the two to cooperatively develop skills and knowledge for the new form of local governing.

To respond to such new needs, Ryukoku University and eight other universities in Kyoto have been collaborating on a local educational framework under the name of the "Kyoto Challenge." In this project, the required specialists, who are keen to contribute to the public goods and can take active roles in local governing, are named as "public-minded experts," and the member universities have developed a local qualification framework that visualises the skills and knowledge of the public-minded experts.

The aims of the Kyoto Challenge are summarized as follows:

1. By developing the qualification framework with local stakeholders such as local governments, local businesses, and NPOs, the project aims to meet the real needs of local society and the labour market, and to bridge the gap between academic education and VET;
2. By visualising the required skills and knowledge of local society, the project aims to realise a local governing framework in which active interactions between local stakeholders are achieved;
3. By developing the qualification framework in accordance with the European Qualifications Framework, the learners can evaluate their learning achievements by international standards.

The Kyoto Challenge has placed emphasis on improving communication capability for public-minded experts, who facilitate multi-partnership endeavours across different sectors. According to Maxwell et al. (2010), discussions assume an equal playing field, with little or no attention to status and power, to seek solutions, along with the assumption that dialogue consists of collaborative interactions where multiple sides work together toward common understanding. Hanashiai in Japanese covers both features of discussions and dialogues. It is evident that skills for both constructive dialogues and discussions are important in multi-partnership undertakings. The Kyoto Challenge has developed communication programmes to improve such skills and the other two presentations in our symposium will explain the details.

Maxwell, K., Nagda, B., & Thompson, M. 2010. Facilitating Intergroup Dialogue: Bridging Differences, Catalyzing Change. Sterling: Stylus Publishing.

Warburton, D. 2009. Community and Sustainable Development: Participation in the Future, London: Earthscan

FACILITATION TRAINING PROGRAMME FOR TSUNAGI (CONNECTING PEOPLE) AND HIKIDASU (DRAWING OUT VARIETIES OF IDEAS)

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This study reports and outlines the process of developing a facilitation training programme for graduate students.

In order to realise sustainable development, it is important for the various actors to deepen their understanding of various issues facing their society. What is necessary is communication beyond sectors (local government, businesses, NPOs, and local citizens) – more specifically, dialogue and discussions. Because of sectionalism in Japanese society, exchanges of personnel beyond sectors and organisations have been difficult. To improve communication and relationships across sectors, training programs are required for people on the frontline of local public issues. Tsuchiyama (2008) has revealed that the required basic capability of "public-minded experts" (Shiraishi & Niikawa, 2008) is facilitating understandings of common issues and collaborative relationships through dialogues and discussions. This led to developing a facilitation training programme.

There are two unique points in developing this programme. Firstly, the programme integrates outcome of empirical sociolinguistic research of facilitators' behaviours. Murata (2013) examines features of linguistic behaviours of facilitators in community-planning workshops and how the behaviours affect the discussions. The analysis indicated that facilitators utilize linguistic strategies related to relational aspects of interaction, and employ those that present meta-information of discussions. Regarding the second unique aspect, the programme not only focusses on the (superficial) skills of facilitations, but the purpose of the programme is to understand and acquire two key attitudes: tsunagi (connecting people) and hikidasu (drawing out varieties of ideas), which were found in interdisciplinary research on multi-sectoral communication and facilitation (Tsuchiyama et al. 2011).

The facilitation programme consists of a pre-workshop lecture, a two-day workshop, and a post-workshop lecture. The pre-workshop lecture teaches the basics of what facilitation is and why communication is necessary toward sustainable local society. On the first day of the two-day workshop, students participate in discussions with professional facilitators, observe and evaluate them. On the second day, each student experiences being a facilitator and receives peer-reviews. In the post-workshop lecture, the common linguistic behaviours of facilitators are illustrated with references to sociolinguistic research on facilitation. So far over 100 graduate students have taken this course, and this study also reports the effects of the programme by analysing students' comments.

Murata, K. 2013. Machizukurikei waakushoppu fasiriteetaa ni mirareru gengoteki furumai no tokuchoo to sono kooka: bijinesu miitingu shikaisha to no hikaku wo tooshite [The linguistic behaviors of facilitators in community-planning workshops: a comparison with chairpersons in business meetings]. The Japanese Journal of Language in Society, 16-1, 49-64.

Shiraishi, K., & Niikawa, T. 2008. Sanka to Kyodo no Chiiki Kokyo Seisaku Kaihatsu Shisutemu [Development of the System for Making Local Public Policies]. Tokyo: Nihon Hyoron Sha.

Tsuchiyama, K. 2008. Chiiki kokyo jinzai he no shiza [Perspectives on public-minded experts]. In Tsuchiyama & Oyano, Chiiki Kokyo Seisaku wo Ninau Jinzai-ikusei [Developing Human Resouces for Local Public Policies], 1-25. Tokyo: Nihon Hyoron Sha.

Tsuchiyama, K., Murata, K., Fukao, M. 2011. Taiwa to Giron de "Tsunagi-Hikidasu" Fashiriteeto Nooryoku Ikusei Hando Bukku [Development of Tsunagi-Hikidasu Facilitating Skills and Attitudes through Dialogue and Discussion]. Tokyo: Koojin no Tomo Sha.

RAISING AWARENESS OF 'PARTICIPANT-SHIP' FOR CONSTRUCTIVE DIALOGUES AND DISCUSSIONS: EFFECTS OF A SOCIOLINGUISTICALLY-INFORMED COMMUNICATION PROGRAMME

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According to the Research and Legislative Reference Bureau of the Japanese Government (2011), a multi-stakeholder method, i.e. horizontal discussion with people from different sectors, is important for creating a sustainable society, because it encourages dialogue. As dialogue is carried out, the importance of regional viewpoints becomes clear, and this leads to awareness and cooperation among participants. Hanashiai in Japanese covers both features of dialogue and discussion, and is an appropriate term to refer to this multi-stakeholder method. It is time to develop a training programme aimed at facilitating constructive dialogue and discussion.

In Japanese secondary education, students have opportunities for group discussion, but they are seldom taught how to develop discussions and dialogues. For undergraduate students, there are educational programmes to improve one's ability for Western-style debate (e.g., Nakano & Maruno 2013). However, to the best of my knowledge, there is no other programme embracing a multi-stakeholder method (hanashiai). This paper introduces a communication programme for constructive dialogue and discussion to encourage mutual understanding among participants as well as horizontal and fair discussion. It focusses on 'participant-ship,' active participation leading to constructive dialogues and discussions. The programme is based on empirical sociolinguistic research.

Taking the interactional sociolinguistics approach (Holmes 2008), researchers on workplace meetings (e.g., Holmes et al. 2011) have observed that relational aspects of language play an important role for building good relationships among meeting participants and lead to smooth communication. Moreover, Murata (2013) analysed authentic community-planning workshops and found that explicit manifestations of meeting progress are also important for horizontal discussions. The communication programme has been developed for undergraduate students based on these research outcomes.

The programme, which consists of 15 classes, was developed for undergraduate students. The total number of the students who have completed it is about 580. The features of the programme are summarised as follows:

1. Students experience different types of discussions and realise the importance of establishing rapport among participants.
2. To raise students' awareness of the discussion process, discussions are observed and evaluated by students.
3. Through the programme, students are encouraged to listen ('listening actively to other ideas') as well as to speak ('stating one's opinion').

This paper also reports analysis of the students' comments about the programme and their authentic interactions.

Holmes, J. 2008. An introduction to sociolinguistics. 3rd ed. London: Longman.

Holmes, J., Marra, M., & Vine, B. 2011. Leadership, discourse, and Ethnicity. Oxford: Oxford University Press.

Murata, K. 2013. Machizukurikei waakushoppu fasiriteitaa ni mirareru gengoteki furumai no tokuchoo to sono kooka: bijinesu miitingu shikaisha to no hikaku wo tooshite [The linguistic behaviors of facilitators in community planning workshops: a comparison with chairpersons in business meetings]. The Japanese Journal of Language in Society, 16-1, 49-64.

Nakano, M., & Maruno, S. 2013. The effect of debate training on argumentative skills: The developmental process of Japanese College students. Studies for the Learning Society, 4: 1-9

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SYMPOSIUM 16

LANGUAGE FACTOR IN COMPANY PERFORMANCE

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In recent years, the world economy policy has been strongly directed toward a global workforce. To facilitate the mobility of this global workforce and eliminate what are considered "language barriers" (Holden 1987; Harzing et al. 2008, 2011) among European citizens, it turns out to be necessary, according to the European Union, to improve the individual language skills in foreign languages. However, while praise of linguistic diversity is recurrent in the European Union's political discourse, and a number of studies have shown the positive impact of linguistic diversity in the workplace (March/Hill 2009; Grin/Sfreddo 2010; Berthoud/Grin/Lüdi 2013), it seems that the language factor is rarely conceptualized or systematized as a critical element of the performance of heterogeneous teams (Marchan et al. 1997; Adler/Gunderson 2008; Manchen Spoerri/Hohenstein 2012).

Nowadays, there is considerable interest in the power of language in business contexts (Clegg 1987; Fairclough, 2001; Vaara et al. 2005). The social tensions generated by the choice of language or the way it is used have been documented in a growing body of research (Steyeart/Ostendorp/Gaibrois 2011; Gaibrois 2013). Language use can hinder or enhance cooperation among co-workers (Mantere/Vaara 2008; Lüdi/Höchle/Yanaprasart 2013), and can affect the performance of the company as a whole (Chen/Geluykens 2006; Welch/Welch 2008). Therefore, the impact of the heterogeneity of employees' language skills, choices and use on the performance of teams offers a promising field of study.

This symposium introduces a number of questions raising the awareness of the influence of language and languages on the performance of multi-inter-national companies for a fuller scientific understanding of the importance of language as a potential strategic asset in managing organizational diversity in the workplace. For example, what language competences are necessary for what positions, and how are these skills measured, evaluated or compensated? Are language competencies taken into account in career management? To what extent can language be a career booster? Does language training improve employees' performance? What latitude do employees have in shaping the language policy of their company? How do language tensions in a group/team affect the company's performance? What are the specifics of the professional communication in various languages? How are language practices managed in a multilingual group? How does multilingualism contribute to the performance of organizations? Is this measurable? To what extent might it be possible for a "multilingual franca" to be developed within "transnational space" (Appadurai, 1996) practices, allowing language users to move "dynamic language boundaries" (Saulière, 2013)?

Even if the corporate language is often regarded as a fact of life (Louhiala-Salminen 2013), the way it is shaped and managed is not, however, a neutral factor in the process of communication, interpersonal exchanges, knowledge sharing and transfer. This symposium proposes to draw attention to various models of language management and practices, as well as the way in which language may help or hinder companies in their pursuit of strategic goals, so that linguistic diversity in organizations constitutes not only "an added value", but particularly a strategic asset for the performance of the company.

BEHAVIOR TOWARD LANGUAGE IN KOREAN COMPANIES IN THE CZECH REPUBLIC

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In recent decades, the Czech Republic has come to be known in the global economy a "low-cost location", particularly in the manufacturing industry. Since the 1990s, the country has thus been attractive to foreign multinational companies for the establishment of branches and plants, both short-term and long-term. Initially high-profile multinationals in the Czech Republic were largely German-based, but ever more capital is being invested by companies from Asia (Japan, Korea).

This development, which has been highly significant for the national economy, is reflected in observable behavior toward language. This contribution will focus on Korean companies which have established plants or branches in the Czech Republic. In comparison with the German companies, English in the Asian-based companies is expected to play a more significant role. It is the language which is informally determined as the official language for certain designated activities at the plants, in communication with the headquarters, and among international employees at the headquarters themselves. However, it is not a neutral code, despite attempts to make it so. Specifically, employees (Czechs and Koreans) come from highly specific national traditions of foreign language learning. In both countries, the language problem, which can be paraphrased as "insufficient knowledge of English" is made relevant. The case of multinationals in the Czech Republic demonstrates that a shift in focus from primarily regional language and power dynamics (Czech-German relations), to more declaredly globalized ones (Czech-Korean economic collaboration) does not necessarily lessen the national element that is brought into the relevant interactions. In addition, the languages of the employees (Czech and Korean) are continually present, contributing to the specific constellations of language ideologies in the plant (see Nekvapil & Sherman 2013) and problems related to the linguistic landscape, among others.

Based on data (observation, recorded interactions, semi-structured interviews, written documents) collected in the plant of one company as well as in its headquarters in Seoul, the project utilizes the language management framework (Nekvapil & Nekula 2006, Nekvapil & Sherman 2009) in order to explore the following questions: 1) What are the specifics of the communication in various languages in the plant? 2) What language and socio-cultural problems are identifiable in data from Czech-Korean multinationals? 3) How are these problems managed? 4) How is the management of these problems explained, described, discursively legitimized (overall "accounted for")?

THE IMPACT OF PROFICIENCY IN ENGLISH ON NON-NATIVE SPEAKERS AT WORK: THE CASE STUDY OF THE FRENCH-SPEAKING PART OF SWITZERLAND

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This contribution aims to explore the impact of English on non-native professionals working in the French part of Switzerland. While English as an international business language has become instrumental in social and economic empowerment, the consequence is that the demand for English has escalated and this means more jobs require English proficiency. Considering the Swiss context, it is fast becoming one of the most competitive economies in the world and along with the spread of multinationals establishing their HQ's in Switzerland this means significant populations of indigenous employees in these organisations. A large majority of these multinationals located in the French speaking part of Switzerland have adopted English as their corporate language. Our study investigates how do local French-native speaking professionals cope with English in every day work and how does their proficiency in English affect them at work? The assumption was that a lack of

proficiency in English does in fact impact French native. Using data from thirty-seven interviews, centered around a population of native French speaking professionals from twenty-five companies across the French speaking part of Switzerland, our research confirmed that lack of proficiency in English could impact performance at work for French-native speakers, through mixed emotions, promotion breaks and lack of career opportunities.

First and foremost this study revealed that social English was perceived as an important feature of working life and that non-natives felt particularly vulnerable when required to operate in English outside the parameters of their job. Secondly, English is a must for non-natives and a clear relationship was found between their performance, well-being and language proficiency. At all levels it was perceived that a low level of English proficiency is detrimental to career development. Thirdly, there were various linguistic components that played a major role, e.g. accents, idioms, metaphors, as well as different cultural communication styles between natives and non-natives that can have an impact on communication and confidence.

INTERACTIONAL NEGOTIATION OF LINGUISTIC HETEROGENEITY: ACCOMMODATION PRACTICES IN INTERCULTURAL SERVICE ENCOUNTERS

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As a result of globalization, communicative skills and cultural sensitivity are increasingly expected competences in work settings (Boutet & Heller, 2007). This is especially relevant within service encounters since relational and interpersonal dimensions are major features between a service provider and a customer (Gitsham, 2010). From this standpoint, hotel front-desk encounters, especially when the client's and employee's linguistic and cultural backgrounds differ, require an important amount of communication work in order to achieve successful interactions. Our data show how clients and mainly front-desk employees permanently provide forms of interactional accommodation (Vickers 2004) ranging from politeness to impression management. Language accommodation (Giles et al. 1991), in particular, is highly mobilized and contributes not only to content clarifications, but also to constructing intersubjectivity between participants by allowing them to converge toward a same definition or interpretation of the front-desk ongoing situation. This paper focuses on client-customer service relationship during hotel front-desk encounters. It aims to shed light on how language use and code-switching are massively involved within hotel reception activities and how they contribute to interactional understanding. To do so, we adopt an interactional and multimodal perspective (Filliettaz et al., 2008; Kress et al., 2001) and we take into account verbal and non-verbal dimensions about one international hotel-based naturally occurring intercultural service encounter in the Geneva area (Switzerland). Moreover, service encounters are investigated as social interactions in which cultural features are considered one dimension, among others, and become salient only when actors activate and negotiate such a frame (Goffman, 1974) through interactions. Our contribution aims to highlight the interactional and communicative work that service provider and customer jointly accomplish in order to achieve service transactions.

LINGUISTIC DIVERSITY MANAGEMENT PRACTICES IN A MULTILINGUAL STATE

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In order to meet global demands, multinational enterprises have developed practices of recruiting international staff. Workforce diversity has become a social and organizational reality. This, in turn, has created novel

communication challenges in the workplace: teams have been moving from monolingual to multilingual ones. It is therefore essential to understand better how staff from diverse linguistic backgrounds mobilize their linguistic resources in their professional practice, as well as how companies design and manage diversity and what role they attribute to language diversity. Moreover, the point of view of business regarding the valuation of interculturalism and the integration of foreign labor weighs heavily on public opinion. It is therefore important to understand how companies design and manage diversity and what role they attribute to language and cultural diversity.

An on-going research, funded by the Swiss National Science Foundation (2013-2015), focusing in exemplary manner on the Swiss situation as being a multilingual nation state and an exemplary highly industrialized European knowledge society, aims at uncovering the linguistic policies in place, as well as indicators and instruments of diversity in Swiss enterprises.

The basic questions of this contribution are to know if language diversity management is a part of the organizational diversity management, which advantages and drawbacks multilingualism brings to a company and under what conditions it can be an asset for businesses in the latter's own view. How are managements in Swiss enterprises dealing with linguistic diversity: by fostering plurilingual practices or limiting multilingual environments, and how do they justify their choices? How much are people in charge made aware of language as a factor in diversity management? The examination of the strength and weaknesses of each approach in support of the arguments of the business case for diversity will allow companies to identify clues and indicators to measure the success (or failure) of their diversity initiatives. Understanding the complexity of the meaning and the way of managing diversity in the workplace as well as the consequences may lead to improving competitive advantage of the company in terms of «diversity performance», providing a cue for an effective, creative and transformative management of language diversity to be applied to linguistic diversity management and policies in public and private institutions at a local as well as at a global level.

By means of a methodology of discourse analytic studies (Bothorel/Tsamadou 2012) with a theoretical background of multi-/plurilingualism (Steyaert et al. 2011; Mondada/Nussbaum eds. 2012; Berthoud/Grin/Lüdi 2013) and interculturalism (Kirkman/Shapiro 2005; Seymen 2006; Phipps/Gonzales 2004; Piller 2011) on the one hand, and the theories of business management (Freely/Harzing 2003; Pickkari et al. 2009; Piekkari/Tietze 2011; Usunier 2011) on the other hand, the study aims to understand what could be a Linguistic Diversity Management Strategy. The analysis of leadership-based paradigms of diversity (Canas/Sondak 2014) will help us to identify clues and indicators (Cornet/Delhaye 2007; Stirling 2007) to measure the success (or failure) of their diversity initiatives.

Key words: diversity and inclusion, linguistic diversity, management, practices, measurement, indicators, multilingual state.

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DEFINIR, ENSEIGNER ET APPRENDRE LES COMPETENCES LANGAGIERES ET INTERACTIONNELLES INDISPENSABLES AU METIER DE SERVICE AU RESTAURANT

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Une recherche récente (Hugol-Gential, 2012) monte l'impact déterminant des interactions clientèles-serveurs sur l'appréciation des repas au restaurant. Paradoxalement, l'examen des programmes de différents types d'établissement de formation dans ce domaine en France (CFA, Lycée hôtelier, Instituts supérieurs) révèle que cet aspect langagier et interactionnel ne fait pourtant pas explicitement partie des enseignements de base.

Au croisement des sciences du langage et de l'éducation, ce travail de recherche vise un double objectif :

- premièrement, à identifier les caractéristiques des compétences langagières et interactionnelles évoquées, ainsi que leurs processus de transmission au sein d'établissements de formation spécialisés ;
- ensuite, sur la base de cette analyse et en lien avec des experts reconnus du domaine, à améliorer cette partie de la formation dans une logique d'ingénierie didactique collaborative avec les formateurs de l'Institut.

Cette contribution porte sur la première partie de notre travail et abordera les questions de recherche suivantes :

- Comment, dans les situations d'enseignements pratiques observés, s'articulent la transmission de savoirs techniques et l'entraînement plus spécifique au langage et à la communication avec les clients en contexte de restauration ?
- Comment l'espace professionnel est-il ponctuellement adapté en espace de formation et les instruments de travail « didactisés » pour l'apprentissage ?
- Comment s'organise le travail, se distribuent les places et se construisent les identités en jeu dans l'interaction entre les différents lieux (salle/office/cuisine) et interactants (clients/personnel de salle/personnel de cuisine) ?

Pour aborder ce questionnement, sur un plan théorique, notre étude s'inscrit dans la continuité des recherches qui font le lien entre didactique professionnelle (Kunégel, 2011), analyse du discours (Maingueneau, 1995 ; Bronckart, 1997, 2004), linguistique interactionnelle (Goffman, 1961, 1973, 1991) et multimodale (Filliettaz, 2008 ; De Saint-Georges, 2008 ; Kress 2001), replaçant le langage dans une théorie de l'action. Nous adoptons, dans cette logique, une démarche interdisciplinaire, à la croisée de ces différents champs non hermétiques, auxquels nous ajoutons celui de la sociolinguistique (Boutet, 2001, 2006 ; Duchêne, 2009), qui nous paraît intéressante pour replacer de façon pertinente la formation dans le cadre dans lequel elle intervient.

Sur le plan méthodologique, les données sur lesquelles se fonde notre analyse sont issues d'observations des pratiques de formation en situation de travail au sein des restaurants-écoles de l'Institut Paul Bocuse (Ecully, France). Récemment collectées, après autorisation des acteurs concernés, dans le cadre de la première année de licence en Management de l'hôtellerie-restauration que propose cet Institut, ces données allient observations simples et participatives, dans une perspective ethnographique. Elles consistent en prises de notes, entretiens et enregistrements audio-vidéo, suivant une approche praxéologique et multimodale.

Leur traitement, avec le logiciel Transana, nous permettra de présenter l'analyse des interactions de séquences de formation illustrant les caractéristiques saillantes des compétences langagières évoquées, et des processus de leur transmission.

En conclusion, nous envisagerons la plus-value possible que l'enseignement/acquisition de ces compétences langagières et interactionnelles représente pour l'expertise professionnelle dans le milieu de la restauration et du service en général, et nous donnerons des pistes pour améliorer leur apprentissage et leur développement.

PROXIMITY AND DISTANCE IN LAW ENFORCEMENT WORK IN A BRAZILIAN COMMUNITY

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One of the pillars of the program designed by the government to take back territories that are occupied by drug dealers in Rio de Janeiro is the establishment of Unidades de Polícia Pacificadora, Police Pacifying Units (UPPs). The UPPs are a police model that desires to do law enforcement per say and strengthen the ties between the police and the community in which they work. Sociological studies using survey-originated data have revealed that this proximity, in reality, is still the insufficient representation of a new law enforcement paradigm, centered on dialogue and partnership. This paper focuses its efforts on analyzing this new paradigm. Adopting a discourse analysis approach, we have examined interviews with the generation of police officers that was trained to work at UPPs. Our goal was to understand how they perceive and assess their activities and relationship with the community of a large sized pacified slum. The corpus consists of ten research interviews in which we see the rhetorical use of relevant categories through which the police officers contrast themselves and residents. We claim here, based on the analysis of accounting practices, this new police model, focusing on dialogue and partnership with citizens, is restricted to a physical proximity that is opposed to a psychological distance that separates police and community. On the one hand, police officers recognize that physical presence, direct and daily contact with the community, promotes the effective work of the police in the inhibition of offenses and the mediation of conflicts between residents. On the other hand, they do not see themselves inserted into a community policing project committed to the construction of social ties. In a context where the drug dealers are still present and that the experiences of violence in police action are still feared, the police officers do not have the support of residents to the success of their task, nor the acknowledgement of their work and their identities as citizen and worker as any resident. The lack of empathy between the parties creates barriers that prevent the reconstruction of police-citizen relationship. The general perception is that people do not like police officers, they just need them.

DISCOURSE, LITERACY AND CONSTITUTION OF PROFESSIONAL IDENTITIES

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As university professors working in a teacher training course and engaged in the preparation of future Portuguese language teachers, we have been developing a research project focusing the relation between literacy development and teacher training, investigating specifically how students have their professional identities shaped by the practices of literacy developed during academic life and even before it, in earlier interactions with written materialsat home, school or workplace. Theresearch is qualitative and its corpus is constituted by forty literacy stories – autobiographical written narrative texts – produced by subjectswho are students enrolled in the Portuguese language teacher training course during theyears of 2012 and 2013. In these autobiographical narratives, besides telling particular practices of

literacy, all these subjects have referred to linguistic studies and literary works as the most relevant literacy repertoire they are expected to possess or to acquire in order to become competent Portuguese teachers. To a great extent we may say that these subjects have their professional identities shaped by the literacy practices and text repertoire experienced in their training course and, considering that discourse is actualized in texts, we can say that they are shaped by the discourses actualized in texts of academic literacy. In order to accomplish our study we draw upon Fairclough (Critical Discourse Analysis) to conceive Discourse as a way of social practice historically situated, which takesplace in ideological spaces – meaning is produced from different social power positions, and it not only represents but also signifies the world and shapes ways of being and acting in social life (identities). Literacy takes place in ideological spaces as well and developing new literacies involves contact with other discursive practices which may alter social power position and reshape identities. Drawing upon theoretical authors affiliated to the New Literacy Studies such as Heath (1982,1983), Barton (1998), Barton and Hamilton (1994), Barton, Hamilton andIvanic (2000), Street (1984, 1993, 1995, 2003, 2010), we view literacy as a set of cultural practices developed in social life which varies in complexity and value according to its insertion in different domains of discourse. Thus individuals may develop varied degrees and kinds of literacies depending on their contact with dominant (prestigious) or vernacular (local) domains of discourses along their lives. Analyzing the literacy stories thatour research subjects have presented (autobiographical narratives) we are able to see: i) the cultural/ideological ways written texts make sense/meaning for them and their communities; ii)what are the main factors to influence/determine their participation in written culture on the present days and iii) how new literacy practices have produced changes in social power positions and have shaped their professional identities. Preliminary and partial observation from data analysis have pointed out important changes, related to cultural/ideological meanings in the development of dominant literacies, from academic and literary domains.

THE PRESCRIBED WORK TO WORK PERFORMED: FOR A COMPARATIVE ANALYSIS OF OFFICIAL DOCUMENTS FOR EARLY CHILDHOOD EDUCATION IN BRAZIL AND TEACHING PRACTICE IN THE CLASSROOM

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We recognize that there are many aspects to be observed in the work of the teacher, what makes us believe his wealth of investigative possibilities. However, this wealth in order to be seen more precisely requires us to make an indentation necessary when studying certain object. Thus, this paper chooses one aspect, among many, to study the professorial activity: investigating the educational work of a professor of early childhood education, focusing on, among various representative aspects, the work that you and the work that is prescribed, in fact, is performed. To accomplish this purpose, we rely on the Socio-Discursive Interacionism, of Bronckart (1999), the Clinic of Activity (Clot, 1999, 2001; Faita, 2001 Filletaz, 2009) and the Ergonomic activity (Amigues, 2004; Saujat, 2004, 2005 and Bulea 2010).The data collection was conducted in a classroom for Early Education IV in Brazilian public schools, from August to November 2013. The data were composed of three sources: the National Curriculum for the Brazilian Childhood Education, the gradebook of the class teacher or your exercise book and planning the activities implemented in the classroom. The results showed that there is a symmetrical movement for work that is accomplished, in fact, in the classroom and which prescribes the document that regulates the Brazilian children's education. This fact, we conclude, is due to multiple factors, including the insertion of a professor in academia, good infrastructure of the school, student interest, participation of parents in

school meetings and efficiency of school management. These results show us that the work of the teacher to be consistent with the prescribed work must be supported by other members of the school community, which shows that a good teaching job is not only the task of the teacher.

BUILDING LONG-TERM SERVICE RELATIONSHIPS THROUGH SOCIO-RELATIONAL AND MIXED TALK

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In my Thesis I study a corpus of audio-recorded transactions in Spanish and Galician between a seamstress and her long-term customers at her family house-workshop in the city of Vigo (Spain).

Transcriptions predominantly show what I call Socio-Relational Talk (SRT), talk on topics of a relational and social nature also including work topics, complicating its separation from On-Task Talk (OTT). Traditionally studied as trivial to business, research from Interactional Sociolinguistics, Ethnography of Communication, CA, Business Communication and Relational Marketing, oppose this view, concluding that the omnipresence and multifunctionality of SRT relates to relational/contextual features of service relationships, which foster and institutionalize it as part of transactions (Ford 2001; Garzaniti et al. 2011; Price and Arnould 1999; Toerien & Kitzinger 2007).

Although it is recognised that long-term services and intimate interpersonal aspects of SRT (Ford 2001), especially in home-based businesses, encourage personalization and relationships (Grayson 1998), there have to date been few such studies.

Considering this research gap which my unique corpus can address, my data shows that the blending of SRT with OTT results in different kinds of talk with mixed properties called here «Mixed talk» (MT) (McCarthy 2000; Yang 2012). I distinguish three main types the literature has not covered yet: SRT with a clear transactional function, OTT functioning socio-relationally, and such close blend which is indistinguishable. In this way MT intermingles within all phases/functions of talk (Hewitt 2002), and, most importantly, it achieves simultaneously transactional and socio-relational goals (Ryoo 2005); functions and forms the literature has also overlooked or only attributed to SRT (Coupland 2000).

In my paper I will introduce you to the distinctive features of my corpus and present the methodology of analysis I use to identify the forms and functions that MT performs in these interactions.

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VOICING EXPERIENCE IN ORDER TO TRANSFORM IT IN PROFESSIONAL KNOWLEDGE

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During their initial teacher education program at university, prospective teachers (PT) are asked to analyse their practice during formal triadic mentoring dialogues. Do these dialogues allow them to transform their local experiences in generalised professional knowledge? How does the formalisation of knowledge take place through both a "putting into words" process and interactions with different teacher educators? These questions occur following diverse postulates inspired from Vygotsky (1997): the postulate of a reflective process as source of thought and conscience development; the postulate of a narrow link between action, thought and language; the postulate that socio-linguistic mediations favour action, concept and affect regulations; the postulate of a link between the construction of meaningful knowledge and identity development.

Professional knowledge, which appears in mentoring dialogues, is a reconfiguration of multiple reference knowledge sources (Bromme & Tilemma, 1995). Supposedly nourished by scientific knowledge, PTs are also inspired by trainer counselling and diverse prescriptions, which take form and meaning in a singular situation, experienced and analysed by the trainee (Vanhulle, 2009a). Trainees use reference knowledge in a more or less formalised manner, describing their practices and discussing them with their educators.

This contribution is based on a Swiss National Fund project aimed at studying the construction of professional knowledge. We have gathered audio-visual data concerning 11 PTs. The data consists in recordings of all the formal triadic mentoring dialogues (involving a mentor, a university supervisor and a prospective teacher) having taken place during the PT's last year of education (three internships, six mentoring dialogues per trainee). The transcription of this data leads to retracing each PT's development trajectory.

The interviews are analysed following a professional knowledge discourse analysis grid (ADAP). Our methodology lies on indicators arisen as much from pragmatic linguistics than from enunciative linguistics. It ends up in categories that enlighten the comprehension of professional knowledge building processes: first in terms of produced contents – how discourse reconfigures experience and common sense concepts when resorting to scientific concepts; then in terms of semiotic processes – how these concepts are reelaborated in a «valuation» process (Dewey, 2011) consisting in balancing hoped for endings and realistic means to attain them.

Results show that a «professional I» emerges from preoccupations that are both praxeologic and existential. This formalisation oscillates between the PT's adaptation to constraints and expectancies of his educators (schematisation principles, Grize, 1998) and the creation of a singular point of view (subjectivation principle, Foucault, 1994). These results follow the designed linguistic indicators of which the most significant are: alternating discursive, narrative and expositive segments with implicated or distanced positioning; modalities and other subjective marks (Kerbrat-Orrechioni, 1990); reflective spans mobilised together with regulations of a present or future action. These construction phenomena send us back to the links existing between being engaged in a linguistic activity and the development of professional competences. We will illustrate these links by using case analyses showing contrasted trajectories of diverse PTs during the three internships of their last year of training.

THE PRE-SERVICE ENGLISH TEACHERS EDUCATION AS A PLACE TO (RE)CONSTRUCT IDENTITIES

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This ethnographic and longitudinal study is aimed at investigating, analyzing and understanding the complex process of professional, social and cultural identity (re) construction in pre-service teachers in a Teacher Education Course at a Federal University in the extreme north of Brazil. The pre-service teacher's narratives were investigated through a qualitative approach. The narratives were collected from these students-teachers during the four semesters of their supervised internship class in their undergraduate course, as well as the interactions they posted in the Community of Practice-CdP (WENGER, 1998; CLARKE, 2008) and discussed in thematic sessions accomplished during the process of investigation. The narrative genres that called reflexive narratives are live histories and experiences the teacher-students experimented with and practiced while teaching English classes at public schools. These narratives are dialogued with the researcher-reader at specific moments. Then, we simultaneously intended to understand how this professional identity (re)construction happens and we also will analyze the cognitive (BORG, 2006; ZEICHNER, 2005; ZEMBYLAS, 2005) as well as the emotions and affective aspects (VIEIRA ABRAHÌÃO, 1992; 1996, 2004, 2006; BARCELOS, 2007, 2010; ARAGÌÃO, 2005; COELHO, 2011) which ones experiences while negotiating identity as the foreign language teacher education process in a sociocultural perspective. The results indicate an interconnectedness of social, cognitive and emotional factors in the identity (re) construction in both face to face and virtual spaces of interaction. Furthermore, the narratives elicit the synchronic way of the complex process of identity construction as well as its flow and its transience. We also observed a major incidence of co-construction of professional identities in the Community of Practice's (Moodle) interactions, showing itself mainly as a sharing of emotions, realizations, frustrations, passions, anxiety, desires with others. Moreover, the results both evidenced the relevance of the supervised internship course in their teacher-students' identity (re)construction and highlighted the major means by which to engage these teacher-students into Borderland Discourse (ALSUP, 2006). We emphasize that the term identity (MOITA LOPES, 2003, 2006, 2010) proposed in this research is conceptualized in the multifaceted, provisional and fragmented way which is analyzed through Applied Linguistics.

COLLABORATIVE ASSESSMENT AND GAME DEVELOPMENT: PROFESSIONALS' ORIENTATION TOWARDS PROBLEMS, POTENTIALS AND ORGANIZATIONAL DEMANDS

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This paper address assessment practice as part of professional activity and learning in the domain of game development. A growing body of research has been concerned with the professionalization of games production knowledge, frequently attributed to the coordinated work of numerous actors in technology dense settings. While previous accounts of games development list a multifaceted body of knowledge, there is a gap in the literature focusing on game developers' professional knowing and learning in situ. With an analytical approach informed by ethnomethodology, this paper aim to make visible professional knowledge and learning when collaboratively evaluating games-in-development. It is focusing on game developers' assessment work as a way to gain insight in the practical reasoning when orienting towards games and gaming as subject of assessment, and as a way of making professional knowledge bases explicit.

The empirical material is drawn from three settings: 1) a vocational game education, 2) a national game award event, and 3) a professional game development company. Based on fieldwork augmented with

video-recordings, the study investigates how games-in-development are collaborative assessed and specifically the ways professionals evaluate co-workers views and understandings with respect to what constitutes problems and potentials of games-in-development.

Assessments are at stake in a number of internal and external work practices, such as gate reviews, playtests, and the activity of pitching not-yet-finished-nor-financed games to publishers. Games assessments are a common preoccupation at game companies and game education but also at so-called game awards. Games assessments share similarities with assessment practices in other professional and educational settings, such as design reviews in architectural practices. Both are events where proposals are assessed by externally recruited professionals. However, the assessment activities and object of assessment largely differ. In architectural education, proposals are assessed by considering the qualities visible in the designed material (such as plans, paper posters and digital slideshows) in relation to articulated intentions. This can be contrasted with the object of criticism in games presentations: the object constitutes both digitally visual material and designed 'playable/interactive' activities. This means that the qualities of a game cannot only be judged by interpreting the idea communicated in plain words together with some visual layout, it also has to be discovered when engaging with the designed 'experience'. Hence, professionals' in the gaming domain are required to account for what hinders or make possible appealing experiences during assessments of digital games.

By focusing on professionals' collaborative assessments, the analysis unpacks some recurrent orientations towards games and gaming in professional settings. It is shown that the professionals are faced with a number of institutional and organizational demands with respect to time, technology, conventions, and innovations.

PROJECT ARBETSAM, SWEDEN. EVALUATION AND IMPLICATIONS OF A PROJECT, DEDICATED TO COMBINE VOCATIONAL TRAINING, LANGUAGE EDUCATION/TRAINING AND THE DEVELOPMENT OF WORKPLACE LEARNING IN SOME 80 WORKPLACES IN THE AREA OF CARE FOR ELDERLY AND DISABLED PEOPLE

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Consider Consultants

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The authors
The paper is written by Harald Berg and Arthur Henningson from Stockholm. Both are researchers and practitioners in the field of applied social psychology. Building and developing competence in professional organization has been a major theme in their consultancy practice for many years. The paper will be presented by Harald Berg

About the project
Project background: Project duration 3 years
Background: Need of care for elderly and disabled has exploded during the last 30 years both in terms of quantity and quality. Neither institutions nor the units for home care have been able to recruit enough qualified staff. A great deal of the staff have no professional education and training. Furthermore it has been necessary to recruit immigrants whose ability to communicate orally and in writing is often very low. The consequence of these deficiensies may very often be inadequate care.

Three major goal areas of the project
- Learning and development of individuals
- Development of the workplaces' structure and organization for learning
- Development of pedagogic models, attitudes and methods in workplace vocational education and language education

Project activities

- Vocational Education for assistant nurses and carers (90 workplaces, 650 participants, 3 hrs/week) Teaching located to workplace
- Language Teaching (423 of the participants) and the workplace as a working environment for development of language.
- Development of the workplace as a learning organization where experiences and daily practice can be transformed into learning and professional development. In order to achieve this, new functions as e g. language coaches and leaders of reflection have been developed in the workplaces and people have been trained for these tasks.

Our evaluation of this exciting project will be presented and also some reflections on implications and new demands.

Key words of this presentation

- Teachers come to the workplace. Breaktrough in cooperation between school and workplace
- Language skills for professional qualities
- Combine vocational education and language education and efforts to build learning organization in the workplace
- Pedagogics of language education in the workplace
- Self esteem and professional attitudes within the care staff.

Conference topics related to this presentation

- Language, communication and workplace learning
- Language and reflexivity at work and in vocational and professional education
- Vocational learning, communities of practice and identity construction
- Language and institutional demands in professional contexts

TO NEGOTIATE FOR THE OTHERS TURN TO TALK

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In Norway, the traditional high school for the deaf has been closed and the education takes place in ordinary settings where the dialogue is mediated through sign language interpreters. My PhD. project focuses on deaf pupils' possibilities for access and involvement in these dialogue situations, and here, the interpreter's role performance will be a significant factor. The project is an ethnographic classroom study where data is gathered through video observation and interviews, and analyzed through a dialogical theory perspective. I will present an interaction analysis of an interpreted mediated group dialogue between a deaf girl, Lisa, and her peers, as they are involved in a history quiz. I will analyze the interpreter's role performance and how she both translates the spoken utterances and coordinates the turn-taking between the pupils. The analysis focuses on the interpreters' use of body and face orientation and how this seems like a critical tool for how she negotiates for the deaf students speaking turn. This performance will be described as role hybridity and discussed in light of the interpreter's position as educational interpreters.

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SUPPORTING MIGRANTS IN LOW-PAID, LOW-SKILLED EMPLOYMENT IN LONDON TO IMPROVE THEIR ENGLISH

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London attracts a very large number of migrant workers. Typically these workers fall into one of two groups: those in high-paid, high-skilled work and those in low-paid, low-skilled work. Migrants in high-skilled work usually have good English language skills. Migrants in low-skilled work often do not, yet it is members of this group that are most likely to stay in UK. Language skills are linked to full-time work, participation in vocational learning and the utilisation of workers' existing higher level skills, as well as social integration, so it is in everyone's interests for migrants with limited English clustered in low-paid employment to improve their English language skills. Unfortunately, these are the migrants least likely to access formal English language learning provision and, for many, limited English remains a long-term problem.

This paper describes research carried out for the Greater London Authority in 2013 to identify the barriers to and enablers of English language development for migrants in low-paid, low-skilled employment in London, with a view to making practical recommendations as to how best to help this group improve their English.

Sixty migrants were interviewed (15 with full interpretation, two with part interpretation) across London about their experiences seeking and engaging in English language learning (formal and informal) and their preferences for future learning. The migrants identified the barriers that made participation in formal English language learning impractical, and what alternative approaches to language development would be practical. Work emerged as the key location for learning, along with a clear set of requirements to support language development in the workplace.

This paper provides an overview of the outcomes of these interviews and the key dynamics at play for these migrants in relation to their acquisition of English. The paper then presents the researchers' proposal for a 'scaffolding' programme to support English language learning in the low-paid, low-skilled workplace, drawing on innovative recent work in the UK and elsewhere in Europe, together with the strategies and preferences expressed by migrant workers in the interviews.

DEVELOPMENT OF A CONVERSATION STRATEGY TO ENABLE TUTORS TO ACHIEVE EFFECTIVE GROUP DISCUSSION DURING PBL TUTORIALS

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Problem Based Learning (PBL) is an instructional design model that has grown in popularity among medical schools (and other institutions) in the last 60 years (Barrows and Tamblyn 1980). It is grounded in the belief that learning results from cognitive and social interactions in problem-centred environments (Savery and Duffy, 2001). There is considerable diversity in both the practice and definition of PBL (Dolmans and Gijbels, 2013) but, in general, there is agreement that PBL describes:

a) Collaborative learning in small groups
b) Teacher-facilitated and student-centred learning in the group.
c) Self-directed study
d) Context-based learning through the discussion of problems (in the form of realistic scenarios) in the group.

Typically, PBL starts with a tutor-facilitated 'brainstorming' session (in which a group of about 8-10 students identify existing knowledge, knowledge gaps and learning objec-

tives related to a given real-life scenario) and is followed by a period of independent study (typically a week) before reforming to share new knowledge.

Extensive worldwide research appears to show that PBL is equally if not more effective than traditional teaching in terms of fact retention, clinical performance (e.g. Watmough et al. 2006), physician social and cognitive competency, particularly with regards to cultural and ethical issues (e.g. Norman, 2008) and work efficiency (Schmidt et al., 2006). A significant number of studies (e.g. Dolmans et al., 1998), however, show that problems may occur. At Norwich Medical School, for example, tutors and students often express dissatisfaction with the brainstorming part of the PBL tutorial, noticing that students appear to spend most of the time discussing rather than doing learning.

One, as yet unexplored, way of investigating the nature of this problem is to focus on the conversation strategies (tutors' and students') that appear to either enhance or hinder students' knowledge-building work during the sessions. In this paper we illustrate how this was achieved by analysing a corpus of transcribed and coded texts of PBL tutorials using a pragmatic-conversation analytical approach. Interaction samples were selected to include those in which knowledge work did and did not appear to happen. Relevant categories (such as identifying existing knowledge and gaps, listening and allowing turn to others, acknowledging and validating) were developed according to a goal-oriented and context-specific categorization of speech acts (as outlined by O'Keeffe et al.'s, 2011:96-98). Webb's and Mercers' reviews of learning-fostering mechanisms in school-based collaborative/group learning (2009:1-28 and 1996, respectively) were used to inform the selection of the relevant PBL-specific speech acts.

We will discuss how the findings from this research:

i) are already being used by tutors to design new PBL scenarios that stimulate knowledge-sharing interaction and
ii) will be further applied to develop a set of conversational strategies that may be adopted by PBL tutors to promote successful students' interactions during the PBL brainstorming sessions.

The effectiveness of the new scenarios and strategies will be piloted on a small group of PBL tutors and students at Norwich Medical School.

DU «SAVOIR EMPÊCHÉ» DANS LE DOMAINE DE L'ENSEIGNEMENT GRAMMATICAL

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Prenant appui sur la distinction entre « savoirs à enseigner » et « savoirs pour enseigner » (Hofstetter & Schneuwly, 2009) pour se centrer sur les premiers, cette communication se propose d'analyser certaines tensions et contradictions auxquelles sont confrontés les étudiants en formation initiale dans le domaine de l'enseignement primaire, lors de la construction de savoirs grammaticaux.

Les savoirs disciplinaires des (futurs) enseignants de français ont déjà fait l'objet d'éclairantes recherches, mettant en évidence que, tout en étant à la fois objets, outils et facteurs définitoires du travail de l'enseignant, ces savoirs présentaient un caractère changeant, divers, et multiforme ; qu'ils entretenaient des rapports complexes avec les savoirs de référence d'une part, avec les contextes socio-institutionnels et politiques dans lesquels ils sont configurés de l'autre ; qu'ils étaient articulés et à d'autres types de savoirs, et à la pratique (sur ces thèmes, voir les recherches relatées dans Repères, 42 et 44). Eu égard à ce cadre général de problématisation des savoirs disciplinaires du « français », notre travail vise à aborder de manière spécifique les conditions de construction des savoirs grammaticaux ; et cela non seulement parce que cette question est encore peu documentée (voir cependant certains travaux de Chartrand et Lord pour le Québec, de Garcia-Debanc et de Gourdet pour la France, ou de Panchout-Dubois pour la Suisse romande), mais parce qu'il s'agit là d'un domaine ou les tensions, les contrariétés et les contradictions sont aujourd'hui considérables.

Notre corpus est constitué de données relatives à l'enseignement de la grammaire en Suisse romande (Plan d'études romand, la Grammaire de référence éditée par la CIIP en 2013, les manuels en vigueur, etc.), dont l'analyse montre de notables défaillances (p.ex. le statut du Groupe prépositionnel) et divergences au niveau : des finalités de la grammaire (construction de système vs outil au service de l'expression) ; de la terminologie grammaticale (appellations différentes pour le même phénomène) ; des systèmes de description et des théories sous-jacentes (plusieurs systèmes convoqués concurremment).

Dans quelle mesure ces ressources, prises dans leur ensemble, peuvent-elles constituer un contexte d'apprentissage de savoirs grammaticaux ? Comment et où les étudiants peuvent-ils dépasser les contradictions ? Finalement, que peuvent-ils apprendre en vue de leur travail grammatical en classe et comment ? Nous mobiliserons le syntagme « savoir empêché » (inspiré de celui d'« activité empêchée » introduit par Clot, 1999) pour tenter de répondre à ces questions.

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ANALYSING DOCUMENTATION PRACTICES AND ENCOURAGING PRACTITIONER REFLEXIVITY IN SWEDISH TAX FRAUD INVESTIGATIONS

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The practices of documenting oral interviews during pre-trial criminal investigations have been studied in England (Haworth 2013), the Netherlands (Charldorp 2011), the US (Seawright 2013), and Sweden (Jönsson 1988). In England interviews are audio-recorded and transcribed by law, while the police in Netherlands do not use a recorder but type a summary of the interviewee's story during the interview. In Sweden documentation practices are not regulated in detail, leaving it up to the individual investigator to choose a method (s)he finds appropriate.

In my ongoing PhD project I study the documentation practices of tax fraud investigators in Sweden. They conduct oral interviews with suspects in tax crimes, and then summarize each interview in a written report. These reports are read by the prosecutor, who decides whether to take the case to court or not. My paper will present and analyse how the documentation methods and linguistic choices differ between investigators, as well how the different investigators argue for their choices.

The study uses both naturally occurring and researcher elicited data. The natural data include a corpus of written interview reports, audio-recordings of oral interviews, and field observations. The elicited data were mostly generated during in-service training days, and consist of questionnaires and group discussions, including assessments of interview reports written by other investigators. These latter data provide insight into the practitioner's perspective and enrich the analysis with details that the linguist alone would have missed (cf. Sarangi 2005, Iedema & Carroll 2011). Involving practitioners in analyses and discussions may also encourage their reflexive understanding and give them tools to develop their practice.

Results show that on an overall level investigators share a common view of what purposes the interview report should serve, but in practice they disagree on what an ideal report should look like, for example in how and in what detail the report should render the oral dialogue. The documentation methods also vary: some audio-record the interview and write the report afterwards, others type while interviewing, while yet others regularly interrupt the interview to dictate oral summaries onto a tape that is transcribed afterwards. Using genre theory

(Swales 1990) and activity theory (Engeström 1987), I will interpret these findings and discuss their potential practical relevance.

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THE INTERACTIONS OF ENGLISH TEACHER EDUCATORS IN A COMMUNITY OF PRACTICE: AN ANALYSIS OF THE NEGOTIATION PROCESS OF THE JOINT ENTERPRISE

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This study is part of a doctoral research which investigated the interactions of English teacher educators (among whom I am included) in a study group characterized as a community of practice (CP) and it aims at analyzing the negotiation process of the joint enterprise. It draws on the theoretical framework of CPs. Communities of Practice can be defined as groups of people with common interests and concerns who interact continuous and regularly aiming at learning together and developing themselves in a particular domain (Wenger, 1998, 2006). The idea behind the concept is that of a "learning partnership" (Wenger, 2012) established between people who share the same practice. The defining elements of CPs are the domain of knowledge, the community itself and the practice (Wenger, McDermott, Snyder, 2002; Wenger, 2006) and their characteristics are pointed out as the 'mutual engagement of participants', the 'negotiation of a joint enterprise' and the 'development of a shared repertoire' (Wenger, 1998). Besides the theoretical framework of CP, the current research is also grounded on some principles of Critical Discourse Analysis (CDA) (Chouliaraki; Fairclough, 1999; Fairclough, 2001, 2003, 2011), especially for analyzing the data in relation to the way we, the participants of the group, discursively position ourselves for the negotiation of the joint enterprise. Furthermore, the analyzed CP is considered a social practice and a relationship between the social structure in which it is situated and our agency, as members, is made. The data gathering comprises the transcriptions of recordings of sixteen meetings during the year of 2010 and results demonstrate that 1) several participants could suggest activities or discussions topics within the group; 2) chosen activities or discussion topics were those which had been repeated, re-articulated, reinforced or evaluated, and positively marked by the members of the CP; 3) the employment of median or low deontic modality for the undertaking of suggestions of activities/actions featured possibilities/hypotheses/suggestions and shunned imposition or obligatoriness even though our concerns or ideas were shown by several markers; 4) leadership in some activities or in the indication of readings to the group revealed different stances in other social practices; 5) the academic community was articulated in different ways in the study group.

'WOMEN'S WORK' IN UK UNIVERSITY ADMINISTRATION: SUPPORT, SERVICE, AND SECRETARIAL

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Higher Education Statistics Agency (HESA) and Equality Challenge Unit (ECU) data show that the Professional & Support Services segment of UK Higher Education employment is composed of a set of sex-segregated occupations that, considered collectively, provide a façade of integrated professional sector. To quote just a few examples, women are 81.1% of clerical workers (HESA, 2013), including 90.7% of secretaries and receptionists, 78.5% of library and general administrative assistants (ECU, 2013: 43) and 74% of customer service employees. However, the Professional Services occupational category overall shows a balanced gender distribution, with female staff just slightly above 60% since 2003 (ECU, 2013: 37). Higher Education administration as an employment sector is therefore affected by horizontal job segregation, which "exists when men and women are most commonly working in different types of occupation" (Hakim, 2004: 148). It also displays the symptoms of vertical job segregation, which can be detected "when men dominate the higher-grade and higher-paid occupations and jobs, or when men are promoted further up career ladders within occupations" (Ibid.). In the UK University this study focuses on, nearly 70% of the so-called 'core administrators' and 'complex administrators', located on clerical grades, are women. The ratio of female to male administrative staff gradually switches as the professional grade increases and reaches the top of the hierarchical administrative structure, where strategic or policy leaders are located, nearly 70% of whom are male.

This presentation is part of a research project that addresses the interplay between gender and discourse(s) in UK Higher Education administration as an employment sector. It reports on the preliminary results of a small-scale corpus-based analysis of non-academic job adverts posted on a UK university website. The primary aim of this corpus study is to identify what constitutes 'women's work' (i.e. work mostly done by women) in university administration, and to reflect on whether this is also work that women are conventionally held to be 'naturally' best suited to. Results from this preliminary corpus-based study will feed into and inform the next phase of this research project. This will revolve around focus groups and interviews with staff in the case study university, and aim to investigate the presence and impact of gendered discourses such as that of 'women's work' on the construction of lower-level administrators' (male and female) professional identities, on issues of retention, career advancement, and the decision to leave the sector. This talk will conclude by introducing the next stages of the project and the implications for a broader study investigating whether constructions of gender endemic amongst university employees shape the institutional practices they participate in.

LANGUAGE AS KEY TO EMPLOYMENT ? AN ETHNOGRAPHIC EVALUATION OF PROFESSIONAL TRAININGS FOR IMMIGRANTS IN GERMANY

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Professional trainings have been recently implemented in Germany to meet the employment needs of immigrants. During the 'Economic Miracle', Germany recruited workers from Southern European countries (1955-1973). Since the 1980s, as migration patterns, and the demands of the economy have changed, immigrants have become twice as likely to be affected by unemployment. However, immigrants participate significantly less in professional trainings (Knuth et al. 2010). To date, this remarkable discrepancy has received little attention in research.

The study to be presented at the conference intends to assess factors that influence the inclusion of immigrants into the Ger-

man labor market focusing specifically on the role of German language acquisition. While the current political and academic discourse surrounding migration and labor assigns language acquisition a central role for societal and structural integration (Maas 2005, Esser 2006), the complex factors that lead to employment cannot solely be ascribed to a lack of language skills (Henkelmann 2012). Hence, the question remains: in what ways does language play a crucial role for immigrants to establish their (professional) life in Germany? In this context, one must heed the fundamental importance of the linguistic power mechanisms of the nation state. For example, Pierre Bourdieu's concept of 'linguistic and cultural capital' (1982) and Monica Heller's research in linguistic hierarchies, which attempt to explain linguistic inequality through national pride and economic profit (2012).

The study to be presented at the conference is a case study on a training of general qualification for long-term unemployed immigrants and Germans over 50. The project has been conducted over a period of three years for three very different and heterogeneous groups, including theatre pedagogy, German language classes, computer training, health workshops, and internships. An ethnographic approach is adopted, applying methods such as participant observation, in-depth interviews, and document analysis, thus providing a perspective from within the project. Based on Grounded Theory, the research was conducted inductively.

This case study seeks to demonstrate the interdependency of language acquisition, the search for employment, and vocational learning. Remarkably, the majority of the participants voluntarily enrolled for the professional training. However, they did not express a wish to find employment, but rather to improve their German. In line with the current media discourse, the project managers repeatedly imputed them with a lack of motivation. These findings demonstrate the immigrants' lack of confidence in speaking German, as well as their decreased hopes for securing employment. The interviews illustrate how the expectations of the project management clash with the hopes and wishes of the participants, as well as with the idealism of the instructors. Analysis of the semi-structured interviews also implies that language proficiency plays a central role for the development of a new professional identity in a foreign country. As a result, this study illustrates how language learning manifests as a constant struggle between societal constraint, agency and self-assertion.

FACTORS AFFECTING LANGUAGE SKILLS NEEDS OF STUDENTS IN FOOD SCIENCE AND TECHNOLOGY PROGRAMME

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This study aims to present factors affecting language skills needs of students in Food Science and Technology Programme in a Thai university. Six students were interviewed in-depth before they studied each of the two English for Science and Technology (EST) courses. The interviews were transcribed, coded and analysed based on a needs analysis framework by Dudley-Evans & St John (1998/2003). The findings revealed three important areas that affected the students' needs: 1) their personal information including their language learning experiences, learning behaviour, attitudes towards the courses and previous internship experiences at food factories, 2) language information including their current language skills and the language skill use, and 3) environmental situations such as the classroom culture and interactions, and the status of the EST teaching and learning courses in the university. The findings from this study contribute to a more accurate understanding of the factors

which may influence students' needs by incorporating personal information, language information and environmental situations and aims to encourage teachers to be aware of these factors in their classrooms.

CHINESE AND INTERNATIONAL EFL TEACHERS' COLLABORATION AND PROFESSIONAL DEVELOPMENT: CLASHES AND COMPROMISES

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Collaborative teaching has attracted considerable attention for enhancing learning process in the field of education. One aim for the collaboration of Chinese and international EFL Teachers in higher educational level is that it may offer the teachers' respective expertise to facilitate students' EFL learning and associate students to become globalized talents when they graduate. Another purpose for their collaboration is that the sharing and exchange of different backgrounds and cultures may help teachers' development professionally. This study presents the language branch of the "Elite Program" sponsored by Ministry of Education in a key university in China, in which both Chinese and international language teachers work as a team to design syllabi, select textbooks, prepare assignments, and collaborate in testing assessments, etc. The authors conduct longitudinal qualitative research of 2 semesters by observing, interviewing and collecting feedbacks of 8 Chinese and 3 international teachers on their collaboration process and their professional development. The findings show that different educational and cultural backgrounds benefit both Chinese and international teachers in their pedagogical content knowledge and professional development via mutual exchange, dialogue, extracurricular activities. By negotiating the content and methods of teaching, they supplement each other's drawbacks and enhance students' language learning efficiency. However, clashes also exist among teachers from different backgrounds in that Chinese and international teachers do not share the same beliefs and they vary so much in their teacher identity. Chinese teachers put too high expectations and rely to a large extent on their international peers to tutor the students' language skills. They also feel it natural that the international teachers should shoulder more responsibilities to help idiomize students' foreign language, but the high turnover rate for the international teachers restrict their commitment to their teaching, their professional development, and their level of collaboration with the Chinese teachers. The results indicate that establishing effective rules to regulate the teaching behaviors of both Chinese and international teachers is urgent and essential for the healthy growth of collaborative teaching.

CO-CONSTRUCTING A COMMUNICATION PLATFORM THROUGH MATERIALS AND TALK

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This paper stems from a longitudinal investigation of an organizational participatory design project involving a set of research institutes seeking to improve knowledge exchange with each other and their industrial and university clients. The aim of one work package is to assist in the evolution of 'communication platforms' through a series of design workshops. The communication platforms consist of methods, techniques and strategies for effective knowledge exchange. In the workshops, representatives from the research institutes engage with each

other multimodally through embod-ied talk and material artifacts. Our focus in this paper begins with data from a task for participants in initial workshops whereby they are to illustrate a specific business case for one of the research institute's 'test beds' while making particular note of the manner in which they communicate with their clients, i.e. their 'communication platform'. We track the notion of a 'communication platform' through several iterations with data from successive workshops and a culminating 2-day seminar for all project participants (48 participants from four institutes). Our goal with the study is to understand the in-situ accomplishment of multimodal collaboration leading to the development of the communication platform.

This ethnographic study takes its point of departure in recent work in design studies seeking to un-derstand design practice as an ongoing achievement. The notion of situated action, (Suchman 1987) as this has been developed within Ethnomethodology, Design Anthropology and Interaction Analysis, is central to our work. In this perspective action can be seen as reflexively coupled to the situation of its occurrence and as evidencing a practical orientation to here and now contingencies by practitioners. Analyses of situated action seek to achieve accounts of the practices under ob-servation, which preserve their 'just thisness' qualities (Garfinkel, et. al. 1981).

While following these methodological recommendations, we are also keen to explore them vis a vis the design practice of iteration whereby practitioners accomplished work is preserved, in some sense, analyzed and 're-used' in a subsequent design practice, e.g. the next workshop. Our ambi-tion to track the development of the 'communication platforms' as they arise in the practical work of participating in design workshops reflects this interest.

Also somewhat innovative for this study is the use of design practices for organizational processes such as knowledge exchange. Design is most often thought of in terms of product design and nowadays perhaps experience design. There is then a payoff in the study in exploring the potential contribution of participatory design to relational issues such as an organizational 'communication platform'.

The study contributes to the conference topic 'Linguistic and semiotic aspects of professional expertise' in its focus on the multimodal analysis of the development of an organizational practice.

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A DESCRIPTION OF NURSE PRACTITIONERS ENACTING PATIENTS' HEALTH AND WELLBEING THROUGH POSITIVE RESPONSES

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This paper examines nurse practitioners' (NPs) use of positive responses–high-grade assessments (e.g., 'fantastic', 'that's great') and positive formulations–and their role in identifying and endorsing patients' positive health and behaviors. We propose that through these positive turns, NPs can be seen to align with and enact their professional roles and values as nurses. Following written consent, audio and video recordings of eleven consultations were collected and analyzed using conversation analysis. In the data, NPs use high-grade assessments and positive formulations to perform a multitude of interactional tasks including: positively evaluating patients' talk and/or marking it as newsworthy; relationship management, building rapport and affiliation; sequence closure; knowledge management; and

reformulating patients' talk towards a positive characterization.

This paper uncovers a distinctive and productive feature of talk in the accomplishment NPs' professional practice. Due to their evaluative nature, assessments are typically not found in interactional environments where a neutral stance may be professionally appropriate, for example, news interviews (Heritage & Greatbatch, 1991) and mediation (Jacobs, 2002). Notably, assessments have been found to be 'missing' in medical interactions (Frankel, 1984; Jones, 2001). In the current data, the NPs are distinctly non-neutral: they receipt patients' news as positively surprising and/or remarkable and produce evaluative comments strongly valenced towards the positive. Through positive responses, NPs display their attention and engagement with patients' life-worlds; show what they treat as institutionally and professionally relevant; and, in the way that they selectively preserve and transform certain aspects of patients' talk, demonstrate a professional orientation to supporting and promoting patients' wellness.

NPs' positive responses are also found to perform an educative role, both imparting information, identifying and emphasizing 'good things' in terms of the patients' health maintenance, and general personal management and coping strategies for joint focus. The NPs thus treat patients as having knowledge, capability and agency in the management of their health and wellbeing. This paper contributes to understandings of the professional practice of NPs, and how NPs accomplish important aspects of their professional role in and through their positive responses to patients' talk.

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LINGUISTIC APPROACH TO THE CLINICAL ANALYSIS OF VERBAL INTERACTIONS DURING CONVERSATIONS BETWEEN APHASIC PEOPLE AND THEIR CAREGIVERS.

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Our project combined a group of speech therapists and researchers in linguistics, and examined verbal interactions between aphasic patients and their caregivers (spouses, therapists, friends, etc.). Our paper presents the analytical methods used (associated with the interactional linguistics domain), and a first analysis based on our multidisciplinary objectives.

We recorded the interaction partners in a natural and ecological situation, during a meal or a session of physiotherapy or speech therapy. The discussions were transcribed and anonymized, then, using annotation software (ELAN), we coded and analyzed the verbal elements of the conversation (dyads, triads), and some conversational events (repairs, turn-taking, management of conversational topics).

At the end of the first year of work, our research has allowed us to obtain initial results through the use of:

1) a clinical analysis on «The Variability of Conversational Exchanges of an Aphasic Person According to his Interlocutor» (Master's Thesis in Speech Therapy, Tron & Vivion, 2014).
2) reports of feedback to the patients and their caregivers extremely high in information: the awareness of the

partners, the importance of families' experiences; etc.

3) linguistic and syntactic analysis on the sequences of repetitions and reformulations (Colón de Carvajal, Markaki-Lothe, Teston-Bonnard, in press); disagreement (Colón de Carvajal, Markaki-Lothe, Teston-Bonnard, in press) or on the patient's place in a triad (Master's Thesis in Linguistics, Daumeries, 2013).

Our research shows the importance of conducting linguistic and syntactic analyses to objectively measure relevant conversational markers. Clinically, it is essential to correlate the partner's experiences with a clinical approach and linguistic analysis, what we do with our research group of speech therapists and researchers in linguistics. Finally, we explain that emphasizing shared strategies between users can improve and recognize the role of conversation partners in the efficient exchange with the aphasic person. The skills of each member of this group, clinician and linguist, used to establish new explorations that bring a point of view and a different approach in their own professional practice.

THE INVESTIGATION OF SOCIAL AND CULTURAL ASPECTS IN READING ACTIVITIES PROPOSED BY ENGLISH EDUCATIONAL PORTALS WITH TEACHERS AS THE TARGET AUDIENCE.

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One of the most important documents which rule language learning and teaching in Brazil (Parâmetros Curriculares Nacionais) points out that this educational process should promote to the students an analysis of their own language and culture in comparison with other cultures – by similarities or contrasts (PCN+, 2002). This analysis can help them to be aware of their own and other people's reality, empowering their critical view about the world and their cultural knowledge. According to previous literature, reading activities can be a very strong pedagogical option to promote an effective discussion about cultural and social issues in the classroom (Wallace, 1992; Motta-Roth, 2006). English Educational Portals display an amount of subjects and pedagogical activities which can be used by pre-service English teachers (Oliveira, 2009). This study, based on Critical Discourse Analysis, Language Teaching and Learning theory, aims at investigating reading activities displayed in four English Educational Portals with the objective of identifying in which sense social and cultural issues are emphasized and discussed in these activities. Besides, this study aims at identifying the goals/intentions of the four Educational Portals when they propose a discussion about cultural and social aspects in their reading activities. Another relevant matter in our research is to identify in which way cultural pluralism is valorized and motivated through the debate promoted by these activities. The main purpose of this investigation is the contribution with the pedagogical formation of English pre-service teachers, collaborating to their awareness about the teaching and learning process of language and culture (Kramsch, 1996; Corbett, 2003). Our previous results suggest that the reading activities authors have chosen texts which deal with relevant cultural and social questions, such as: protests, vandalism, religion, political engagement, ghetto culture, multicultural society, etc. Their objectives and methodology seem to follow an intercultural approach in language teaching and learning, but the detailed tasks analysis reveal the primacy of grammatical components, such as vocabulary exercises. In other words, a linguistics analysis prevails over a more discoursive and critical reading point of view.

DEVELOPING INTERCULTURAL TRAINING MATERIAL FOR MULTINATIONALS AND STUDENTS OF BUSINESS COMMUNICATION. A CASE-BASED STUDY

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This paper presents the results of interprofessional collaboration between academic researchers in applied linguistics and sales employees at the head office of a multinational in the Flemish part of Belgium.

After negotiating access and confidentiality issues, we conducted ethnographic fieldwork in this company's sales department, where several "country teams", consisting of the team leader and internal sales advisors, communicate with clients all over the world via e-mail, fax, and phone about price offers, orders, and complaints. More specifically, we interviewed and observed internal sales advisors from the "German" team (sales regions Germany, Austria, and Switzerland) and the "French" team (sales regions France and DOM/TOM). Drawing on this ethnographic data, we investigated the micro-analytics of interaction, focusing on the discursive co-construction of identity as well as on discursive patterns and strategies for building rapport and saving face in a multilingual workplace context.

In a subsequent phase, we translated our research findings into professional training material. This material is meant to enhance both intercultural awareness and skills associated with message communication and rapport management. The contents of the material are adapted to meet the needs of two groups of people: (1) of the company's (recently hired) sales employees, and (2) of our bachelor and master students as future professionals. Based on fieldwork, these needs can be contextualized as follows:

(1) HR divisions of larger, internationally operating companies increasingly invest in 'soft skills' – such as language and communicative skills –, acknowledging their key role in a company's success. The sales department acting as our research site, for instance, only hires people with proven language skills in order to communicate with foreign clients in their mother tongues, and offers general trainings on phone selling and complaint management. However, we detected a lack of and thus a need for language- and culture-specific training material with a focus on written and oral interactions in an (after)sales context. Until recently, new employees had tried to fill this gap by learning on the job from more experienced colleagues, this way copying and perpetuating not only good, but also less good practices.

(2) Graduates with a language degree are very much wanted by multinationals, but often don't feel prepared enough to apply their linguistic knowledge in a professional context. There is thus an urgent need to make course material more in tune with professional practice by using role plays, simulations and critical incidents based on authentic interactional data.

While drawing on cross-cultural pragmatics, interactional sociolinguistics, and theories on language and identity for our analysis, the development of our training material relies on research dealing with typologies and method sets of (intercultural) trainings. From a methodological angle, the case study shows the added value of working with naturally occurring data and of integrating linguistic analysis and ethnographic research methods. Moreover, it illustrates how the researcher-practitioner dialogue stimulates us to reduce the gap between institutes of higher education and companies and to develop material offering practical advice on interactional dynamics to those entering new workplace contexts.

ACTIVITÉS LANGAGIÈRES, PRATIQUES FORMATIVES ET ACQUISITION DE COMPÉTENCES PROFESSIONNELLES

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Activités langagières, pratiques formatives et acquisition de compétences professionnelles dans les centres de formation en alternance : la compétence d'assistant animateur technique pour des sites et structures d'accueil collectif en Martinique.

Il s'agit d'observer, lors de séances de formation en alternance à la préparation au Brevet d'aptitude professionnelle assistant animateur technique (BAP-AAT) mises en place par une structure locale de formation et d'insertion, les interactions verbales et paraverbales à l'œuvre entre l'un des professionnels dispensant un module et un public d'apprenants de niveau V (CAP), de moins de 26 et en difficulté d'insertion professionnelle conduisant à la compétence d'assistant animateur technique, option loisirs tout public.

Du point de vue méthodologique, les séances de cours, les comptes rendus des réunions pédagogiques, les fiches de positionnement et d'évaluations des stagiaires en centre de formation, les bilans des tuteurs des stages en entreprise, les rapports de stages des stagiaires ainsi que les contenus des échanges avec les stagiaires constitueront notre corpus de travail. Les données seront examinées et analysées sous l'angle d'une linguistique discursive et interactionniste. Nous tenterons alors de répondre à plusieurs questions : (1) Comment le public d'apprenants construit cette compétence professionnelle d'AAT ? (2) Quelle part le professionnel formateur y prend-il dans cette construction ? (3) Quelles configurations sont données progressivement à cette compétence professionnelle ? (4) Peut-on identifier l'acquis chez les apprenants ? Par ailleurs, nous serons également attentif aux stratégies verbales et paraverbales déployées autant par le formateur que par les apprenants, participants aux interactions.

L'objectif de cette communication se veut avant tout exploratoire et sans apriori au départ visant à rassembler dans cet espace formatif un éventail de connaissances en la matière qui seront mises à disposition des chercheurs et des professionnels œuvrant dans ce domaine.

FLUIDITÉ LANGAGIÈRE ET SENSIBILISATION MÉDIATIQUE CONTRE LE VIH/SIDA AU CAMEROUN

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La lutte contre le VIH/SIDA dans le monde est à l'origine des productions verbales sensibilisatrices qui misent sur des stratégies discursives variées dont l'enjeu majeur est l'Information l'Education et la Communication (IEC) ou la Communication pour le Changement de Comportement (CCC). En contexte camerounais, les sensibilisations médiatiques émanant de ce double triptyque IEC/CCC permettent de constater l'émergence des innovations langagières qui s'opèrent sur des codes du français standard par des transmutations diverses et bien d'autres formes de néologismes. Notre réflexion porte notamment sur quelques curiosités langagières issues de l'appropriation linguistique matérialisées à l'intérieur des supports publicitaires fixes utilisés dans les campagnes de sensibilisation contre ce phénomène de santé publique dans les villes et campagnes du Cameroun. Considérant que la langue française telle qu'elle apparait dans ses différents usages dans notre corpus d'analyse pourrait se justifier par plusieurs raisons dont les principales sont : la volonté des publicitaires de mouler le langage de prévention aux pratiques linguistiques et culturelles de la cible ; de fabriquer intentionnellement un langage hybride à partir de leurs fantasmes, il devient légitime de se poser des questions sur l'enjeu de l'émergence de telles pratiques langagières qui s'inscrivent dans une posture de compétence gravitant entre la norme du français centrale (hexagonale) et celle du français endogène. L'établissement du rapport entre ces discours, leur contexte de production/

exposition et les pratiques langagières des cibles s'imposent à nous comme piste indispensable pour saisir leur dynamisme et fonctionnement. Nous postulons de ce fait que les façons de dire dans l'éducation sur le VIH/SIDA en contexte constituent un enjeu fondamental dans l'argumentation préventive qui pourrait déclencher à la réception l'adhésion ou non aux modèles de comportements qui y sont proposés sur le modèle du « audience design », Schindler (2006). Le cadre théorique dans lequel nous insérons cette réflexion se réclame de l'analyse du discours et de la sociolinguistique dans la perspective de la variation et du pluricentrisme langagier, Pöll (2005). Cet appareillage théorique permettra d'interroger de manière différentielle, à partir des supports publicitaires fixes de sensibilisation contre le VIH/SIDA collectés au Cameroun, le dispositif énonciatif et d'autres types de phénomènes langagiers hybrides dans leur rapport avec les structures sociales visées. La prise en compte des discours épilinguistiques produits grâce aux entretiens guidés avec des membres de certaines catégories sociales ciblées (étudiants, des « bensikineurs » ou des hommes en tenue) au sujet de ces messages nous permettent de déterminer l'enjeu de ces variations linguistiques dans les discours de prévention contre le VIH/SIDA en contexte camerounais.

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ETHOS DISCURSIF DANS LES PROBLÉMATIQUES PROFESSIONNELLES CHEZ LES ENSEIGNANTS EN FORMATION

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Les entretiens de stage, faisant partie du dispositif de la formation initiale des enseignants du primaire à l'université, constituent des lieux d'échanges et d'interactions entre l'enseignant en formation (EF) et ses formateurs - à savoir formateur universitaire (S) et formateur de terrain (T). Dans la formation genevoise, deux entretiens par stage sont organisés : le premier, formatif, au milieu du stage ; le second, certificatif à la fin du stage. Lors de l'entretien certificatif, le stagiaire est amené à présenter une problématique de son choix en effectuant une analyse de sa pratique et en se positionnant vis-à-vis de son agir. Quels éléments linguistiques utilise-t-il pour rendre compte de son positionnement vis-à-vis de l'agir enseignant ? Quelle place y prend-il en tant qu'énonciateur ? Quelles stratégies discursives lui permettent de se faire comprendre par les formateurs ? Comment dans le discours l'EF élabore-t-il un éthos – une image de lui et de ses compétences, surtout lors de l'entretien certificatif – en vue de l'évaluation positive et validation de son stage ?

Le concept de l'éthos issu d'Aristote décrit à la base une image de soi que le locuteur tente de donner aux autres à travers son discours, ses gestes et son comportement en lien avec les attentes pressenties de son public (Amossy, 2006). Maingueneau (1993) précise la définition de l'éthos en évoquant une image de soi qu'un locuteur élabore dans son discours toujours en accord avec les représentations de ce qu'attendent de lui ses interlocuteurs. Il appelle cette image de soi un éthos discursif. Rabatel (2005) situe l'éthos comme un point de vue de locuteur qui se manifeste sous la forme de l'énonciateur qui prend en charge l'énonciation. Kerbrat-Orecchioni (1999) fait le lien entre l'éthos et les places énonciatives que prend le locuteur dans son discours comme une des traces de sa subjectivité.

Notre projet prend pour objet les discours produits par le stagiaire au fil des entretiens qui jalonnent sa trajectoire de stages afin de retracer l'élaboration de son éthos discursif compris comme présentation énonciative de soi, dans une mise en représentation que l'EF donne à voir du métier, de ce qui le fonde et lui donne sens, de son propre rôle et de ses manières de le comprendre et de l'investir.

Cette contribution vise à présenter le parcours d'un EF (6 entretiens de stages), en mettant l'accent sur l'élaboration de son éthos discursif à travers les manières dont il analyse et problématise ses pratiques lors des entretiens certificatifs. Les données qui alimentent cette présentation (transcriptions des enregistrements audio-visuels) proviennent d'une recherche FNS sur la construction des savoirs professionnels. A l'aide d'une grille d'analyse des discours d'apprentissage professionnel (ADAP), nous analysons les stratégies discursives de l'EF, en mettant en évidence, notamment, les modalisations utilisées, les places énonciatives ainsi que les rôles qu'il prend ou qui lui sont attribués par ses interlocuteurs. Plus précisément, les modes de problématisation de sa pratique par l'EF nous servent de point d'appui pour d'identifier l'émergence de son éthos discursif de professionnel en devenir.

DE L'UNIVERSITÉ AU MONDE PROFESSIONNEL : LES PRATIQUES LANGAGIÈRES DE LA RÉFLEXIVITÉ COMME RESSOURCES POUR TRANSFÉRER SES COMPÉTENCES

FROM UNIVERSITY TO THE PROFESSIONAL WORLD : REFLEXIVITY THROUGH LANGUAGE PRACTICES AS A MEAN TO TRANSFER SKILLS

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Il se pose la question en cursus de Master universitaire de préparer les étudiants à une meilleure transition vers le monde professionnel. Une des façons repérées par les institutions universitaires pour préparer cette transition est d'encourager la transférabilité des compétences développées par les étudiants lors de leur trajectoire de formation théorique vers des contextes professionnels pratiques. Cet encouragement est accompagné de mesures dont l'une intéressera particulièrement notre intervention : le développement d'une pratique réflexive invitant à reconsidérer le domaine d'application de ses compétences.

Parmi les initiatives visant à soutenir la pratique réflexive à l'Université de Lausanne, nous nous proposons dans cette intervention de présenter un projet qui vise à développer et valoriser la pratique réflexive par rapport aux compétences développées dans un cursus de Master pluridisciplinaire en Sciences du Langage et de la Communication de la Faculté des Lettres. Soutenant la pratique réflexive au plan de l'entier d'un cursus de formation, le projet vise à répondre à un besoin repéré à plusieurs reprises chez les étudiants de Master qui souhaitent voir s'appliquer une démarche d'enseignement intégrant mieux leur projet personnel d'apprentissage et leur avenir professionnel. Pour ce faire, le projet propose un dispositif d'activités en ligne visant, d'une part, à développer une démarche réflexive à propos des compétences et, d'autre part, à apprendre à valoriser les compétences développées :

a) Pour que les étudiants adoptent une démarche réflexive, le projet leur donne des moyens de distinguer et de circonscrire leurs propres compétences par des activités de verbalisation.
b) Puis, le projet leur propose des outils permettant d'envisager de quelles manières leurs compétences académiques peuvent être transférables vers d'autres domaines professionnels.
c) Enfin, pour que les étudiants valorisent la pratique réflexive, le projet les invite à réfléchir à propos de la communication de leurs compétences. Les étudiants sont alors invités à accomplir des activités leur permettant d'apprendre à communiquer stratégiquement leurs compétences

(en tenant compte du destinataire de la communication et d'une image de soi à transmettre) et d'adopter un regard réflexif sur leur propre communication des compétences (en étant capable d'expliquer, d'évaluer et de modifier ses choix de communication).

Mises à disposition par le biais d'un espace en ligne, l'ensemble des activités précitées encourage les étudiants à développer leur pratique réflexive et à l'envisager comme une ressource pertinente à une future intégration dans le monde professionnel.

En rendant compte du projet, notre intervention souhaite répondre aux questions suivantes :

- comment documente-t-on les compétences développées dans un cursus ? Et notamment les compétences de communication ?
- quelles stratégies peut-on adopter pour développer et valoriser auprès des étudiants une pratique réflexive tournée vers la transférabilité des compétences ?
- quels défis se posent dès lors que l'on souhaite développer une pratique réflexive uniquement à l'aide d'outils en ligne ?

LA PLACE DU LANGAGE DANS LES MODÈLES D'ANALYSE DU TRAVAIL ENSEIGNANT : REPRISES ET REFORMULATIONS DANS DES ATELIERS D'ÉCRITURE

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Cette communication prend place dans les travaux menés au sein de l'équipe ALFA (Apprentissage, Langage, Formation, Activités) en collaboration avec d'autres équipes (I3DL, LACES, notamment).

Elle s'attachera à préciser les apports de la linguistique dans la compréhension et le développement des gestes professionnels des enseignants, à partir d'une recherche sur les ateliers d'écriture en classe de CP.

Un certain nombre de travaux ont décliné les dimensions langagières des processus interactionnels en situation didactique et professionnelle (Bernié 2002, Jaubert, Rebière, Berniè, 2003, Chabanne et Bucheton 2002, Filliettaz et Schubauer-Leoni 2008, Bucheton et Soulé, 2009, Jaubert, Rebière et Pujo 2010, Gomila 2011, Nonnon, 2005, 2008) et le rôle du langage dans les dispositifs d'analyse des pratiques en situation de formation (Buléa et Bronckart 2010, Canelas- Trevisi, Guernier et al. 2009). Ces travaux ont commencé à produire des indicateurs langagiers pour décrire la dynamique des ajustements réciproques enseignants-élèves dans l'interaction, la construction des connaissances et le développement des compétences professionnelles. Ils ont, d'une part, permis d'identifier des postures et des gestes professionnels et, d'autre part, contribuer à une première modélisation de l'agir enseignant à différents niveaux.

Le corpus étudié rassemble des séances d'ateliers d'écriture d'enseignants confirmés conduits dans différentes classes de CP de milieux socialement différenciés. Ces ateliers présentent des formes spécifiques d'articulations entre pratique orale et écrite du langage. Notamment du point de vue des relations qui s'établissent entre ce que l'on pourrait qualifier comme étant des « connaissances primaires » (langage oral spontané) et des « connaissances secondes » (écrit oralisé, oral scriptural, langage écrit).

La communication analysera les gestes professionnels spécifiques à partir de l'analyse des reprises et des reformulations orales des énoncés des élèves par l'enseignant. Différentes formes de reprises : reprise en écho (Barbéris, 2005), répétition en écho (Arditty1987a), répéti-reformulation (Rabatel, 20, 1990) et de reformulations (Martinot, 2003) peuvent participer à des « formes de secondarisation » de l'oral, à travers la transformation progressive des énoncés des élèves.

Dans quelle mesure l'étude de ces reprises-reformulations permettent-elles d'identifier des gestes langagiers caractéristiques d'une expertise professionnelle ?

QUESTIONING THE THEORY OF COMMUNITIES OF PRACTICE IN THE CONTEXT OF SWISS APPRENTICESHIP THROUGH AN INTERACTIONAL AND LONGITUDINAL PERSPECTIVE

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In Switzerland, vocational education and training is the pathway most followed by young people after compulsory education (SEFRI, 2013). The majority engages in the dual VET system combining periods of learning and work in school and work settings. This sandwich training program is generally seen as a key principle for supporting smooth transitions from school to work and securing employment (Dubs, 2006). Nevertheless, apprentices' realities are not so idyllic. For instance, the workplace is often pointed out by young people who interrupt their apprenticeship: problematic work relations, hard work and training conditions (Lamamra & Masdonati, 2009). Moreover, in the current socio-economic context, it becomes rarer that companies hire the apprentices they have trained at the end of their apprenticeship. Following a situated perspective of learning (Lave & Wenger, 1991), our contribution investigates to what extent and how apprentices become members of the communities of practice they engage in in the workplace? How do they participate to work activities? How does participation evolve over time? What do these forms of participation and their dynamic transformation mean in terms of vocational identity construction and recognition as a member of the community?

In order to address these issues, we lean on a doctoral research (Duc, 2012) and a broader collective research project (Fillettaz, de Saint-Georges & Duc, 2008) conducted in Geneva. Starting from Lave & Wenger's communities of practice we consider them not as benign as their designation could suggest (O'Connor, 2003) and see them as sites of power relationships and inequalities reproduction processes (Barton & Tusting, 2005) that influence participation phenomena. Moreover, individual characteristics are seen to play a key role (Billett, 2007). Considering participation as an interactional accomplishment (Goffman, 1973; Rock, 2005), we build on concepts and methodologies elaborated in various domains of linguistics. We give a central place to the notions of role (Goffman, 1987), place (Kerbrat-Orecchioni, 1987) and face (Goffman, 1974) to study apprentices' dynamics of participation as they take place in the interactions they engage in in the workplace.

This perspective calls for detailed observations of ordinary training situations. Approximately 130 hours of audio-video recordings have been collected in different training contexts (vocational schools, inter-company courses, companies) belonging to various technical trades. These recordings inform how apprentices observed from their first to their last year of apprenticeship interact with various kinds of experts (vocational teachers, tutors, co-workers).

In our contribution, we focus on two contrasted case studies concerned with two apprentices enrolled in distinct apprenticeship programs in the field of car mechanics and automation. For both of them «situated trajectories of participation» (de Saint-Georges & Filliettaz, 2008) have been drawn at different time scales and at the beginning and at the end of their training program. The concept of situated trajectory of participation enables to go beyond the analysis of isolated interactional episodes and to analyze cross-events trajectories (Wortham, 2012). We will argue that it is most suitable for investigating apprentices' dynamics of participation and its outcomes in terms of membership and recognition in communities of practice.

WAYS OF ACTING AND INTERACTING IN {COTEACHING COGENERATIVE DIALOGUE}: CRAFTING AGENTIAL IDENTITIES IN A TEACHING PRACTICUM WITHIN PIBID

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Researchers indicate that collaborative actions may become an institutionalized model for teacher education programs as the policy proposals aim towards rupturing the theory/practice gap (Jordão et al., 2013; Justina; Ribeiro; Castela, 2013; Mateus; El Kadri; Silva, 2013). Framed in this context, this paper aims towards an understanding of the transformation of teacher identities during their teaching practicum organized within PIBID [Institutional Program for Teacher Initiation] through the language use during {coteaching cogenerative dialoguing}. It is the result of a 2-year practicum study of the adoption of {coteaching cogenerative dialogue} as a methodological approach. This paper draws up on the socio-historical-cultural perspective for learning and teacher education (Lave; Wenger, 1991; Johnson, 2009; Le Cornu; Edwin, 2008; Lewis; Ketter, 2001), the concept of language, power and representation derived from a Critical Discourse Analysis perspective (Fairclough, 1999, 2003; Van Leuween, 2008), a poststructuralist view of identity (Silva, 2004; Woodward, 2011; Block, 2007) as well as the studies on {coteaching cogenerative dialogue} as a theoretical methodological framework for organizing teaching practicum activities (Roth; Tobin, 2001; Wassel; Lavan, 2009; Scatlebury; Gallo-Fox, 2008). Data source include audio-records of {coteaching cogenerative dialogue} meetings and it is analyzed with categories extracted from the Critical Discourse Analysis (Fairclough, 1999, 2003; Van Leuween, 2008) and interaction conversational studies (Daniel et al., 2003; Cheyne; Tarulli, 2004). According to the analysis, teachers tend to act as more legitimate participants at school as they interact in more active ways through dialogical practices, represent themselves as agential with the ability to transform their present context and become an accountable actor in said context. Thus, teacher identity transformation crafted in this context (a) positions novice teachers as accountable actors with increased power to participate in their learning and the learning of others; (b) have relations between participants as central to the transformations fostered by the potential arrangements and (c) are featured by new ways of representing, acting as both the catalyst for and the result of new social practices. In sum, new ways of acting result in more symmetrical dialogues which then leads to a more cogent feeling of agency and an increased belief in the capacity of transforming one's current reality despite initial negativity and forms of participation that lack space for teacher agency.

DOING, BEING INCLUSIVE ? SHIFTING IDENTITIES AND ALTERNATIVE TRAJECTORIES OF INCLUSION FOR CHILDREN IN NEED OF SPECIAL SUPPORT

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This study focuses on how the current policy of inclusive education is locally accomplished in a mainstream classroom in Sweden including individual children in need of special support (Farrell & Ainscow, 2003). In order to understand what inclusion comes to mean for individual students we approach the phenomenon of inclusion as a situated practice located in the flow of everyday classroom interactions of teacher-student and student-peers. We make this argument by analyzing the emergent participation of one focal boy in need of special support across various activities and social constellations. The data draws from video recordings of everyday school practices in a Swedish elementary school explicitly oriented to an inclusion policy. Drawing on an etnomethodological approach to identities-

in-interaction we demonstrate how everyday practices of inclusion is being locally accomplished in subtly different ways (Antaki & Widdicombe, 1998; Renshaw, Choo, & Emerald, 2014). Across the data we found shifting forms of identities developing from alternative trajectories of inclusion and exclusion in teacher led activities and peer learning activities. The effect being that the focal boy's participation status gradually shifted from being included in teacher led activities to being excluded in peer learning practices. The shifting local identities achieved become intelligible with reference to how ideological dilemmas (Billig et al, 1988) intrinsic to the current policy of inclusion, also are oriented to by teachers and students in everyday classroom practices for children in need of special support. The analysis highlights the complexity and subtlety of how inclusion is achieved in everyday schooling contexts, and demonstrates the need to take into account teachers' and students' agency in the local accomplishments of who is being included and for what purposes.

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GEROM – INTEGRATING THE WEB AND CORPUS LINGUISTICS TO EXTEND THE USABILITY OF TERMINOLOGY RESOURCES

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When working in a multilingual and multicultural context, many professional specialists of different disciplines (e.g., healthcare, law, journalism, education) rely on multilingual databases to solve terminological and lexicographical problems, in the reception as well as production of foreign-language texts. Internet being the preferred information-sharing medium, the number of online databases – both institutional (EU, etc.) and user-driven (Termwiki, etc.) – has grown very fast over the last decades. However, even the most advanced database still suffers from a number of limitations which are typical of traditional terminology resources, not least the quick ageing of their data. This is especially true if the recorded terms deal with topical, culture-related and constantly evolving subjects such as politics, society and economics.

In order to address the shortcomings of traditional databases, we are designing and developing GEROM, a German-Italian online platform for the recording and analysis of terminological data in culture-related, current affairs. The tool is meant to help interpreters and translators, journalists, leading political and economic figures as well as researchers in the humanities dealing with the linguistic aspects of the above areas, for example translation scholars, political analysts, linguists, etc.

One of the platform's main innovative features will be its dynamic architecture. While other terminological databases simply provide a means to look up static collections of terms (cf. Arntz et al., 2009), GEROM will integrate not only the terminology repositories elaborated at the two partner

universities (Johannes Gutenberg University Mainz/Germersheim and Università degli Studi Internazionali di Roma) but also disposable corpora of the domain of interest (cf. Bowker, 2010) and the plethora of semantic information available on the Web (cf. Kilgarriff, 2007). This twofold integration should address several pitfalls of traditional terminological databases:

- on the one hand it extends the information basis of the database; the integrated corpora can help users access information on language, content, and translation practices (cf. Zanettin, 2012). A better contextualization of the proposed translations could for example shed light on ideology in mass-media mediated communication (cf. Calciano, forthcoming); the informational richness of the Web can be used to further integrate the static terminological records with contextualized, up-to-date information (definitions, examples of use);
- on the other hand, statistical measures based on the synchronic and diachronic distribution of certain linguistic features can provide indications of the «vitality» of information collected in the terminological records – an approach that will eventually overcome the ageing of databases, a problem that to our knowledge has not been solved so far.

In our paper we would like to present the envisioned architecture of GEROM, the possible benefits for its potential users, and the current state of development.

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STRATEGIC STORYTELLING: EMBODIED ORGANIZATIONAL SENSE -MAKING IN A LEARNING PERSPECTIVE

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Studies of narratives in organizations have shown that stories told in a workplace may be important expressions of organizational values and a vehicle of change and development, as storytelling is used to construct social meaning and make sense of "what happens" in organizations. In our presentation we describe an experiment where representatives of different professions in a university hospital department together constructed a strategic story – a story about a workplace that was very similar to, but not identical with, their own. We also portray the succeeding discussions amongst the professionals that were a result of the strategic story. Our question was whether a constructed story that addresses interdisciplinary tensions in a workplace may function as an instrument to surface tacit knowledge and assumptions among the professionals themselves, and whether the story, the process of making it and using it as a source for discussions, had the power of challenging existing stories and assumptions about self and others in the workplace. Drawing on Donald Schon's and Peter Senge's concepts reflection-in-action and systemic insight and understanding in our analysis, we argue that the process of constructing a strategic story and discussing it in a particular workplace, may pave the way for embodied sense making and subsequent organizational learning and change across disciplinary boundaries.

LE PRÉVU ET L'IMPRÉVU DE LA SÉQUENCE D'ENSEIGNEMENT : A QUEL ÉLÈVE L'ENSEIGNANT S'ADRESSE-T-IL LORSQU'IL PLANIFIE SA LEÇON ?

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A qui pense l'enseignant lorsqu'il planifie une séquence d'enseignement ? Quel est cet élève abstrait issu de la connaissance que l'enseignant a de sa classe, et à qui ce dernier adresse sa séquence d'enseignement ? Comment se positionne énonciativement l'enseignant vis-à-vis de celui-ci ? C'est bien le discours enseignant qui sera investigué dans le cadre de cette présentation pour tenter, dans un premier temps, de cerner cet archi-élève que projette l'enseignant lorsqu'il prépare une séquence d'enseignement. Ensuite, nous nous pencherons sur la différence entre les dires et les faires des enseignants en comparant le plan qui aura été prévu par ceux-ci préalablement à la séquence avec la séquence effective.

Cette recherche fait l'objet d'une thèse en cours en didactique du français au sein d'une étude plus englobante du Grafe. Il s'agit d'étudier les effets de la tradition sur l'enseignement de textes littéraires à travers deux variables : les niveaux scolaires et l'apprêt didactique des textes littéraires à lire. 30 enseignants du primaire et du secondaire (1 et 2) ont été contactés pour enseigner deux textes contrastés (10 enseignants par niveaux). Le principe de base pour observer ce qui s'enseigne en classe est que l'un de ces textes soit « classique », au sens de Chervel, très connu et appartenant entièrement au patrimoine littéraire et à la tradition scolaire d'une part, et l'autre, contemporain, peu connu et peu didactisé. Le premier est une fable de J. de La Fontaine, « Le Loup et L'Agneau », et le deuxième est un texte contemporain, « La Négresse et le Chef des Avalanches », de J.-M. Lovay.

Notre corpus se constitue d'entretiens pré et post-séquences enregistrés et transcrits, ainsi que 60 séquences d'enseignement filmées, transcrites et synopsisées. Nous identifions l'effet de nos deux variables (texte et niveaux) sur les décalages manifestes, c'est-à-dire les facteurs opérant dans les écarts entre le plan prévu et ce qu'il se passe durant les séquences effectives, et indirectement, entre l'archi-élève projeté par l'enseignant lorsqu'il planifie et l'élève empirique.

Méthodologiquement, nous nous inscrivons dans les options du GRAFE sur l'observation des gestes fondamentaux de l'enseignant et de l'interactionnisme socio-discursif pour l'analyse du discours. De façon générale, nous procédons en trois étapes selon le type de données : (i) les entretiens pré-séquence : a) analyse du discours enseignant vis-à-vis de la planification prévue et vis-à-vis de ses élèves; b) réalisation de proto-synopsis, où seule la macrostructure est présente sur base de la planification enseignante ; (ii) les séquences effectives : a) comparaison entre le proto-synopsis et le synopsis effectif ; b) analyse des interactions en classe lors des imprévus, et c) réalisation d'une typologie d'écarts entre le prévu et le non-prévu ; et enfin (iii) les entretiens post : analyse moins systématique du discours post séquence en focalisant sur la réflexivité des enseignants quant à leur dispositif.

IM/POLITENESS: FROM THE PERSPECTIVE OF ATTENTIVENESS

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In the present study, it is attempted to clarify what attentiveness is and how it works. By attentiveness I mean "a demonstrator's preemptive response to a beneficiary's verbal/non-verbal cues or situations surrounding a beneficiary and a demonstrator, which takes the form of offering". Attentiveness is demonstrated without or before being asked. Attentiveness can be demonstrated linguistically, non-linguistically or by a combination of linguistic and non-linguistic means. Attentiveness is related to many important issues in politeness, for example, inference/implicature (e.g., Grice 1989; Haugh 2002), degree of imposition (e.g., Brown & Levinson 1987), intentionality (e.g., Ruhi 2008), co-constitution of politeness (e.g., Haugh 2007) and metapragmatics (e.g., Verschuern

1999), especially from the viewpoint of evaluation of politeness (e.g., Eelen 2001; Fukushima 2004, 2009, 2013). Verbal/non-verbal cues, situations, shared knowledge or assumption can trigger inference, which is a prerequisite for attentiveness to arise. Degree of imposition to demonstrate attentiveness may influence the occurrence or frequency of demonstration of attentiveness. There are cases in which a potential beneficiary has an intention of receiving attentiveness and those in which s/he does not intend to receive it. When a beneficiary evaluates attentiveness positively, co-constitution of politeness by a demonstrator and a beneficiary arises. Negative evaluation of attentiveness may lead to impoliteness (e.g., Bousfield 2008; Bousfield & Locher 2008). In this paper, attentiveness is investigated from the perspective of politeness. It is shown how attentiveness works by presenting the process of demonstration and evaluation of attentiveness; and it is examined how lay Japanese people perceive attentiveness in order to reveal its emic understandings.

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LEARNING THROUGH FORMULATIONS IN LEGAL FAMILY MEDIATION

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This paper deals with mediation as an alternative dispute resolution (ADR) form and an important activity in contemporary society, where a mediator tries to remove parties form antagonistic positions and make them reach some kind of agreement that can avoid litigation. However, although this is what is officially described in the mediation literature (e.g. Folger & Jones, 1994) as the paramount activity of the mediator, through role theory (e.g. Sarangi 2010, 2011) and microanalysis of mediators engaging with parties in real mediation cases we can have a better understanding of this activity and it can be respecified according to what mediators actually do. Based on interactional data on legal family mediation from a court in the southeast of Brazil we have selected for this presentation instances from three mediation cases, where the mediator, by way of trying to make parties change their behavior towards one another, makes use of one type of formulation (Garfinkel & Sacks, 1970); legal formulations, i.e., formulations that deal with legal issues involving the case in hand. This research shows that mediators assume an instructional role, either by specifying the parties' rights or by making them learn/understand what the legal situation is, transforming mediation as also an environment for learning. The research is qualitative, based on the contributions from Applied Linguistics of Professions (Candlin & sarangi, 2012) and Conversation Analysis. The data consists of 600 minutes of talk, recorded in audio and transcribed according

to Jefferson's model. This paper can be related to one of the following subtopics of the conference main theme: language, communication and workplace learning; language and institutional demands in professional contexts; language, activity and development.

IMPROVING WRITING PRACTICES FOR FUTURE PROFESSIONALS

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Students' academic writing at the undergraduate and the graduate level is lacking (Kaufman & Schunn, 2011). This is due to a lack of practice on the part of native speakers, and proficiency on the part of second language learners of English. Vygotsky (1978) and other scholars (Swain and Lapkin, 2013; Hu and Lam, 2009) demonstrated that working in collaboration allows students to build better knowledge than just working alone. Working with peers allows students to go deeper into content, but could also improve their writing skills, especially for English language learners. However, there are challenges to introducing and implementing peer collaborative writing. In this mixed methods project, using both surveys and interviews, we will explore some of the difficulties faced, and the resulting methodological diversity used in order to improve professional practice in an English as an Additional Language writing classroom.

THE CASE FOR A CERTIFICATE IN POLICE INTERPRETING (THE CPI)

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Police interpreting is the backbone of legal interpreting and is the precursor of court interpreting. The bulk of police interpreting is carried out behind the scenes and behind closed doors inaccessible to observers and researchers alike. The invisibility of the interpreter and the interpreting act has inadvertently created a lack of interest in the examination of and training in this phase of legal interpreting. Yet, police interpreting, as practice shows, is a considerable part of legal interpreting in multicultural communities.

Police interpreting differs vastly from the almost formal and ritualized interpreting in a court room. Working for the police is unpredictable: it can take place at any time of the day and at any place in the country (and sometimes overseas as well). Unlike their counterparts working comfortably in court, police interpreters, are expected to have an extended meaning of the words flexibility and fatigue. They are expected to tolerate pressure, ambiguity and long hours of work. This is in addition to hunger, thirst, lack of sleep the weather as well as heated emotions and conflicting instructions.

The paper reports on research being conducted on the viability of designing a program in police interpreting to be sponsored by law enforcement agencies in Australia and the Middle East. So far, in some countries, the right to a (competent) interpreter is not enshrined in statute law but is assumed as part of natural justice and is left to the discretion of a law enforcement officer. When the need is established, the police contact another government body responsible for all or part of the accreditation/training/employment and provision of «competent» interpreters who are suitable and qualified to respond to the unpredictable demands of the police in and out of business hours.

A Certificate in Police Interpreting (CPI) is part of an ongoing research that seeks to examine competent interpreting in the legal setting. In this respect its main focus is on the pre-committal stage and examines cases of police interpreting in Australia, the Gulf States and Italy. The cases that provide the theoretical background for this research clearly point out the absence of competent police interpreting in the pre-committal stage.

The paper makes a case for a Certificate in Police Interpreting (CPI) and will show how the legal principles of natural justice and equality before the law could be better served by the design of a real-life training program that encompasses the essential

knowledge, necessary skills and relevant attitudes required of a police interpreter.

EVALUATION IN INTERACTIONAL BUSINESS SETTINGS: FROM PROFESSIONAL DISCLOSURE TO IDENTITY CONSTRUCTION

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Work in business communication studies has placed considerable interest into the way participants encode episodes of personal and professional experiences as tellable events in interaction. More significantly, narratives have been found to be constituent features of real-life sales encounters and help participants to achieve particular goals. Whilst evidence has been provided on narratives as sites of engagement where rapport management is brought to the fore, still limited attention has been paid to whether they may impinge on role performances and institutional purposes related to the business context.

My presentation aims to explore such a focal concern by offering some conversation analytic insights into how relationally oriented disclosures may be recast as task-oriented when evaluating activities are talked into being.

The data discussed are drawn from an ongoing research project set-up in cooperation with an Italian company, InterPuls S.p.A, and the University of Modena and Reggio Emilia, and is centred upon the interplay between salespeople contributions in talk-in-interaction and their efficacy in building interpersonal relations with customers. The data belong to a corpus of naturally occurring conversational encounters, collected over a period of eight months and tape-recorded in different 'field-sales' environments: exhibitions, trainings and visits to customers.

Preliminary findings confirm a marked tendency of interactants to embark on a wide range of telling episodes about private (thus personal) as well as corporate (thus professional) affairs, upon which evaluation activities are systematically launched and finely tuned. On occasion, assessments bolstered by salesmen are not taken up by the interlocutor in the interaction and the negotiating phase is sidestepped. In more details, data show that salesmen stance taking interventions can be situated on an interactional continuum that ranges between a relational polarity and an instructive one. Actions' orientation between the two seems to be governed by the degree of negotiation exhibited in speakers' turns. When evaluative moves are co-constructed and emerge as achievements of participants' convergent statuses, the relational polarity comes to the fore. On the contrary, when assessing contributions are free-standing or followed by minimal responses, they tilt towards the instructive polarity, and are encapsulated in broader sequential patterns which can be termed «support-implicative». Here evaluation appears to further instructional and educational reflections which serve the purpose of sensitizing customers to certain business preferential practices. In this viewpoint, stance taking positions work to foster sellers' self-image as qualified, experienced and reliable practitioners who can offer information, guidance and professional advice.

These observations reveal a dynamic interplay between professional disclosure through narrative and identity construction. Rights and responsibilities to knowledge and opinions come into play as role-building resources related to expertise, authority and membership categorization, thus holding the interactants accountable for their situated institutional identities.

NAMING SENSORY IMPRESSIONS IN WINESPEAK BETWEEN PROFESSIONALS AND NON-PROFESSIONALS

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Topic

Connections between semantics – for instance, cognitive semantic models such as

prototype theory – and sensory analysis have often been studied from an interdisciplinary perspective involving disciplines such as linguistics, cognitive psychology, and chemistry. Among the many fields concerned with this topic, this paper will focus on the particular case of winespeak and especially on the co-construction of a shared knowledge between professionals and consumers. The hypothesis to be verified is (i) that objectivist and strict terminological approaches can not account for the processes at work when professionals and non professionals try to agree on the 'specialized meaning' of so-called wine tasting descriptors and (ii) that a constructivist perspective should be preferred in order to improve the communication within this particular sphere, especially from a marketing perspective.

Theoretical orientation

The theoretical background of the study is discourse analysis applied to a specialized field: it thus forms part of what Schubert (2010) labels 'specialized communication studies', with a special focus on oral interactions. Accordingly, the terminological dimension of the paper is cognitive-oriented as it considers terminology not at the system level, but in use, and linked to the construction of mental representations that are shaped, at least to some extent, by the discourse itself. It thus focuses on the communicative aspects of term use by professionals.

Empirical field

The paper will build on three sets of data dealing with the question of how wine descriptors that seem to be explicit to experts can in fact be unclear to consumers. Furthermore, those corpora show how meaning needs to be negotiated within verbal interactions:

(i) Results of an online survey filled in by both professionals and non professionals (around 1800 responses for each group) on their understanding and their representation of the concept of 'minerality' in wine. This second corpus aims at showing the potential gap between the two communities not only within the definition of the concept but also – at a metalinguistic level – regarding the status of the word they use (technical term or not). This example was chosen because of its recent use in the wine industry and marketing. It leads us to the constructivist approach that can only be implemented with authentic situated corpora.

(ii) Recordings of prototypical wine tasting situations where professionals present wines to an audience of consumers and potential buyers who do not have high skills in the field. The aim of this second corpus is to bring to light – at a very general level – the strategies used by professionals to introduce specific sensory concepts and by listeners to build 'their' mental representation of those concepts linked with the sensory impressions they have when tasting the wine.

(iii) In-depth interviews with professionals aimed at discussing key communication issues that were identified through the survey and the wine tasting recordings. This third corpus is explicitly metalinguistically oriented and enables us to approach aspects of definition and also the professionals' awareness of and sensitivity to possible communication disorders that can influence the consumers' choice.

RESEARCH IN FORENSIC PHONETICS: AN INTERDISCIPLINARY ENDEAVOR

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New perspectives for research in language studies are in forensic contexts, such as voice recognition, for either speaker identification or elimination. Certainly, professionals in linguistics, for their knowledge about language structure, about the characteristics of speakers, and about theories of language acquisition will be required in the area. However, it is important to consider that the increasingly frequent demand for identification of speakers using technological devices,

as well as the use of computational tools for processing corpora, force the language professionals to go beyond their areas of research, and seek partnership with professionals from other fields, such as engineering, computer sciences, speech pathology, and others. Forensic studies demand for multidisciplinary work.

Having that in mind, we initiated a multidisciplinary research group at our university with the participation of professionals and researchers in the areas of Language and Arts, Engineering, Computer Science, Music, and Speech Pathology. In the group, there are professors and students from three different institutions, and official forensic experts, who meet regularly to develop research in linguistic studies focusing on forensic contexts.

This paper aims firstly to discuss the role of different professionals working in forensic linguistics, more specifically in forensic phonetics, and the importance of interdisciplinary and collaborative work, demonstrating the relevance of each one in professional practice. Secondly, it intends to present some results of an on-going interdisciplinary research to describe four acoustic correlates of vowel identity, duration, fundamental frequency, first and second formant, in two different voice qualities: normal and disguised. As a first step, we analyzed disguised voice with the use of VPAS (Laver, 1980; Camargo & Madureira, 2008), and then we followed the studies of Escudero et al (2009) to analyze vowels. Most participants tried to change the pitch in disguised voice selecting different strategies, using either the vocal tract or phonation elements (Eriksson, 2010). Differences in vowel duration and formants were also consistent in most disguised voices.

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SOCIALISING JOURNALIST TRAINEES IN THE NEWSROOM

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In this paper we investigate socialisation practices in the newsroom. The analyses demonstrate how journalist trainees are socialised into this professional culture and community of practice and thus learning about the implicit policy in the newsroom through practice (Schieffelin & Ochs, 1986).

The units of analysis are conversations between journalist trainees and their editors regarding ideas for new news stories. These conversations play a key role in the socialisation process as important loci for learning about the craft because of the constant reinforcement of competent practice which takes place here. Therefore, these conversations are important sites for cultural production and reproduction supporting the construction of the craft ethos (Cotter, 2010), the enactment of expertise, and the building of professional vision (Goodwin, 1994).

Traditionally, media scholars have described the socialisation process as diffuse and extremely informal (Preston, 2009) and thus difficult to trace (Sigelman, 1973). Breed (1955) points to the covert ways in which editors can influence news content, underlining that the policy of the news organisation is only very seldom stated explicitly but in the walls as Furhoff (1986) puts it. This tacit knowledge about what is 'a good news story' is passed on in tacit ways to the journalist trainees – via situated learning – when they participate in the actual practice (Lave & Wenger, 1991; Wenger, 1998) and monitor acceptance and elimination of ideas

(Donsbach, 2004; O'Neill & Harcup, 2009; Gravengaard & Rimestad 2011).

Institutions and professions provide boundaries between ways of knowing the same object (Abbott, 1988; Goodwin, 1994; Carr, 2010) as they cultivate, authorise, and organise certain knowledge practices. The ability to see a meaningful event (Goodwin, 1994), for instance to construct and present an idea for what will be conceptualised as 'a good news story' by the editor, is a socially situated activity accomplished through the deployment of discursive practices in these conversations.

By looking at these practitioners' talk-in-interaction it becomes possible to investigate how certain objects of knowledge (Goodwin 1994) are socially constructed through systematic discursive procedures in the newsroom, where news is talked into being (Ekström, 2007). Therefore, we draw upon conversation analysis (Heritage, 1984; Schegloff, 1984, 1988, 1992) in order to perform micro-level analysis of actual everyday conversations making it possible to capture some of the intangible and blurred parts of the socialisation process. This is part of a recent change in research focus towards discursive practices taking place in the news production process (Perrin, 2006, 2010; Van Hout & Jacobs, 2008; Cotter, 2010; Catennacio et al., 2010; Van Hout & Van Praet, 2011).

The analyses are based on empirical studies of 12 Danish journalist trainees in their one year trainee period. The trainees were interns at two national daily newspapers, two national tabloid newspapers, and at two national Danish tv stations. The research design consists of: 1) Participant observations made during a year following all trainees three times each, and 2) A range of semi-structured interviews with the journalist trainees before, during and after their trainee period.

FROM RESEARCH TO PRACTICE: WORKPLACE COMMUNICATIONS AND L2 DEVELOPMENT

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Political, societal and economic changes are deeply affecting societies and workplaces in Europe: Migration has reshaped Europe's ethnic composition, while technological and organizational developments have changed work contents and organization. New tasks and role requirements demand high(er) communicative competences from all employees: a challenge for immigrants and semi-skilled workers.

In my paper I illustrate a research and a development project on workplace communication carried out by a studygroups of researchers and practitioners: The research project responded to the need to provide empirically based support for practitioners, using instruments of company ethnography and linguistic analysis. The studygroup investigated formal and informal workplace communications in order to identify its key features and underpin governmental programs and provision with empirical data.

In the first phase the studygroup carried out ethnography studies in 15 companies (different size and branches) interviewing management and employees. The resulting company «portraits» highlight communicative needs, expectations and attitudes of employers and employees. In the second project phase the studygroup collected documents and oral interactions. The corpus was analyzed in terms of grammatical structures, vocabulary, and functions. The results lay the foundation for a description of workplace German based on authentic data and allow a first empirically based check of Profile deutsch, the German version of Common European Framework of Reference for Languages (CEFR).

In the development project the study group «translated» the research findings into a training programme in five modules

for providers and teachers of in-company language development schemes.

In my presentation I will illustrate the results of the research, and how they can be used to promote workplace communications' issues in politics, business, and education as well as to underpin teachers' training and provision aiming at a better inclusion of employees with immigration background into the labour market and social life.

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THE ACADEMIC DISCOURSE SOCIALIZATION OF GRADUATE CANDIDATES AT EASTERN MEDITERRANEAN UNIVERSITY IN NORTHERN CYPRUS

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Over the past decades, there has been an increasing interest in socio-culturally situated studies in second language contexts. This has been mostly due to a shift in applied linguistics from the individual psychological process to the social process in socio-cultural contexts of the target language learning. Accordingly, a range of studies conducted within the perspective of language socialization (Schieffelin & Ochs, 1986; Ochs & Schieffelin, 2012) investigated the intrinsic, reciprocal connection between second language learning and its respective socio-cultural context (Crago, 1992; Duff, 1995; Poole, 1992).

The major premise of the socialization paradigm is that it is through participation in language-mediated socio-cultural activities that individuals socialize to a given community. Moreover, socialization involves both more competent and less competent members who can learn from each other, hence language socialization is regarded as a dynamic, bi-directional process. Thus, novices socialize to use language as well as through the use of language of a given community (Schieffelin & Ochs, 1986).

In higher education, socialization of graduate candidates into academic discourse which requires formation, precision, analysis and argument of cognitively difficult concepts (Davies, 2005, p. 4) has always been challenging, especially for international students. Given the scarcity of studies into academic discourse socialization at the graduate level (Ho, 2011; Morita, 2000; Seloni, 2012), we attempted to address this gap in our research conducted within the language socialization perspective. This paper is part of an ethnographic research and it explores

the socialization experiences of graduate candidates at one of the English-medium international universities in Northern Cyprus.

For its research purposes, this study attempted to gather «data...that afford multiple perspectives» (Ellis, 2008, p. 961). It therefore involved a narrative written by one of the authors - a PhD student, and an interview held with 3 PhD candidates at different stages of their graduate studies (a novice, a somewhat experienced and an experienced students). Content analysis of the narrative and interview reports provided valuable insights to the graduate students' cognitions, especially in relation to the goals, requirements and values of the graduate program/courses; their learning, as well as coping with challenges throughout the graduate studies. The findings seemed to indicate that the doctoral students' preparation for, performance on and participation in assignments, projects, presentations and discussions in and for various courses have played and continue to play a crucial role in their apprenticeship, acculturation, acquisition, hence socialization into the academic discourse which is indispensable for their success in graduate studies. Interestingly, most of the participants did not regard themselves as competent members of the ELT academic community yet, however, overall their expressed beliefs about the socializing experiences to the academic discourse and practices of their discipline have been positive.

ORCHESTRATING STUDENT ATTENTION IN A VISUALLY ORIENTED VIRTUAL CLASSROOM

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Use of eye contact is described as «the primary method by which the interactional axis between speaker and listener is sustained» (Streeck, 2009, p86). When teaching in videoconference-mediated settings, teachers are confronted with an environment constituting a «fractured ecology» (Heath, Luff, Lehn, Hindmarsh, & Cleverly, 2002), wherein the continuous task of how to make sure the students are paying visual attention to the ongoing learning activity, becomes complicated.

Applying a framework of embodied interaction analysis (Streeck, Goodwin, & LeBaron, 2011), this presentation investigates an interactional setting where sign language is taught in a videoconference-mediated «virtual» classroom, implying eye contact is a prerequisite for participation. The explorations reveal that teachers must adapt some classroom strategies because of the different affordances of this environment compared to face-to-face interaction. Some of these adaptations include taking various steps to; establish spaces for focused attention, recruit and maintain viewer's attention, enlist spatial resources in order to establish a structure for efficient and unambiguous anaphoric reference.

For a distance education project within Deaf education in Norway, advanced videoconferencing technologies was set up to create a virtual classroom. There, remote students could connect to and learn sign language from teachers at the school for the deaf in company with other remote students. After building experience with teaching through videoconferencing technology, teachers reported that, 1) the students seemed to be more focused in this setting than the teachers experienced them to be in normal classroom settings. Local teachers at the municipality schools confirmed this impression. 2) the teachers experienced difficulty in following exactly where the students were looking on their screens, i.e. what or who they were actually paying attention to. Multiparty interactions via technological mediation challenge participants' ability to know with certainty where an interlocutor's gaze is directed, hence a key interactional resource (gaze) is rendered problematic.

Through video-based research methods, in what can be seen as practices compensating for restricted affordances for gaze behavior, it is found that teachers enforce student hand raising, visible recipient behavior, and aligning posture to camera angle. Further, teachers make use of turn-initial waves, turn-final holds, name signs for turn allocations, and particular ways of pointing to restore direction as resource for sense-making,

all practices that facilitates the continually shifting locus of attention.

The findings highlights a number of issues regarding what is involved in communicating visually and learning in technologically-mediated settings, e.g. that it is not sufficient just to see and be seen, but also that it is necessary to know what or who the interlocutor is looking at in order to establish what the interlocutor's interpretive perspectives are. In demonstrating how the teachers orients towards what students are doing while someone else is signing, adds to the critique of the tendency towards «logocentrism» in the analysis of social interaction with it's overemphasis on speech, as well as it gives support for the suggestion that the interpreter, not the producer should be seen as the driving force in how utterances come to have meaning.

DISCOURSE OF ACADEMIC AUDIT: THE EVALUATIVE PROSODIES LEADING UP TO COMMENDATIONS, AFFIRMATIONS AND RECOMMENDATIONS

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The Hong Kong Special Administrative Region Government, via the University Grants Committee (UGC), funds the undergraduate and postgraduate programs which are self-accredited and run by eight local tertiary institutions. The Quality Assurance Council of the UGC assures the quality of these UGC-funded programs, as well as self-funded ones, by conducting periodic quality audits. An Audit Panel, appointed by the UGC, comprising senior local and overseas academics with quality audit experience in tertiary education, and a lay person from the local community, visit these eight local tertiary institutions once every six years. The Panel examine all aspects of the institutions' activities which contribute to quality student learning.

At the end of the audit exercise, the Panel will prepare an audit report detailing its observations during the audit visit, and probably more importantly, stating the evaluations they make of the aspects examined. Leading naturally from such evaluations are three main components of the audit report, namely commendations, affirmations, and recommendations. These components are usually preceded by at least two moves – stating the situation in a matter-of-fact manner, and evaluating the situation. To date, research into the area of higher education quality audit has focused mainly on its purposes, positive consequences, and impact (e.g. Carr, Hamilton & Meade 2003; Hodson & Thomas 2003; Hoecht 2006; Stensaker 1999; Strathern 1997; Tang & Zairi 1998). The lexico-grammatical resources employed in the textualization of the evaluations, to the best knowledge of the author, however, have received considerably less research attention (e.g. Mackay 1981; Stensaker 2000).

The present paper reports on an analysis of the discourse of audit reports, with a particular focus on the use of evaluative language in this increasingly important, high-stake genre. Since the three main components commendations, affirmations, and recommendations made by the Audit Panel are all evidence-based, a number of evaluations will then need to be made for justification purpose. Appraisal Theory (Martin & White 2005; Hood, 2010), which categorizes the language of evaluation into three regions – attitude, engagement, and graduation, is drawn upon as the main theoretical and analytical framework. The paper will describe mainly the attitudinal evaluations (i.e. the attitude region) the Panel make about the institutions including affect, judgment, and appreciation. The ways that the Panel engage the readers of the report (i.e. the stakeholders of the institutions) and strengthen or weaken the attitudinal evaluations will be analyzed with reference to the other two regions of the language of evaluation – engagement and graduation.

The findings of the present study should be able to make contributions in two ways. First, the extension of the Appraisal Theory to the analysis of academic audit discourse will be available for further discussion and exploration; second, we will have a deeper understanding of the use of evaluative lan-

guage – the range and type – in the build-up to commendations, affirmations, and recommendations in this little-researched genre.

ENRICHING THE STUDY OF ACADEMIC DISCOURSE THROUGH CASE STUDIES OF PROFESSIONAL PRACTICE

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Candlin, Bhatia and Jensen (2002) argue that the discursive practices of the academy are shaped, albeit also challenged, by the discursive practices and associated contexts of professional practice. Accordingly, they suggest that discourse-based studies of educational settings, often designed to provide knowledge about the interactions, genres and texts of particular academic disciplines, should also include contrastive accounts from equivalent settings in the professional world. This, they conclude, may ultimately help students successfully negotiate the discursive demands of their professional practices once they have finally left the academy.

The attempt to carry out such an extensive programme of research, however, can present a challenge for the researcher, especially when current approaches to the investigation of academic discourses place an emphasis on broader grounded and ethnographic explorations of the settings in which these discursive phenomena are situated. A convenient and accessible way to meet this challenge can involve the use of the case study; a method often overlooked in applied linguistics research, although lately advocated as a valuable tool for inquiry into professional practice (Green, 2009; Sarangi & Candlin, 2010).

This presentation discusses how the use of a case study of a professional artist and his visual practice, embedded into an intensive and contextually broader exploration of the discursive practices of the tertiary art and design studio, has provided a number of rich insights into the interdiscursive relationship between these two domains, in particular the role of discourse in creative activity. The findings have certain implications for the education setting, including among others, the provocation of creative work through the art and design brief genre, and the value of dialogue in creative production. Finally, and perhaps in contrast to the study by Candlin et al. of the legal profession, the values, beliefs and practices held by the professional artist, appear to be strongly constituted by their particular discursive experiences as a student in the tertiary art and design setting.

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FOREGROUNDING THE MANAGERIAL PERSPECTIVE: ORGANIZATION-INTERNAL MEMOS AS A MEANS OF RECONTEXTUALISING MEETING TALK

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Organization-internal memos represent a (set of) written genre(s) whose function is to summarize and interpret what has been said before in different kinds of face-to-face encounters, e.g. meetings. This study addresses how meeting talk is summarized and interpreted when meetings are held and memos written in order to advance a major organizational change.

Our data originates from a Finnish city that is conducting a large-scale organizational

change in its service sector. More specifically, it consists of six memos and six videotaped meetings on the basis of which the memos have been written. In the meetings, the project group, consisting of 30 city employees, and representatives of project management aim at a shared understanding of the goals of the project, as well as actions through which the goals could be reached. Drawing on the methods of conversation analysis and discourse analysis, the study contributes to previous studies on recontextualization (Linell 1998; Aggerholm et al. 2012). We investigate what kinds of transformations take place on the level of meaning when some elements of the meeting talk are transferred into the memos (and some are not). Second, we investigate the role of these transformations in managing the organizational change in question.

Our empirical analysis takes as its starting point the observation that the memos of the data make use of a set of linguistic devices to foreground some meanings of the meeting interactions while backgrounding others. This set includes formulations expressing that something (for example a certain course of action) has been evaluated in a meeting as particularly important, crucial or central. Our analysis first demonstrates that in the memos, these kinds of focusing devices are often connected with deontic and directive meanings, many times directed to the participants themselves or the organization as a whole. An analysis of the meeting data then demonstrates that the deontic and directive meanings are typically transferred into the memos from contexts in which problems are being described and potential solutions for the problems are formulated. Comparing the memos with the meetings finally reveals that the focusing devices are typically used in the memos to foreground the solutions while backgrounding the problems. What is more, the solutions placed on the foreground in the memos are typically those offered to the employees' problems in the meeting talk by the project management.

Our results suggest that the memos are used to recontextualize the meeting talk rather selectively, obscuring the problem-orientedness of the employees' turns while foregrounding a managerial, future-oriented perspective. As the memos also function as a means for the members of the organization to learn from their past and anticipate the future, they may thus be seen as instructive as to what kinds of interpretations are preferred in the organization.

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STANCE-TAKING OF CHINESE JOURNALISTS IN HARD NEWS REPORTING: A MULTIPERSPECTIVAL APPROACH

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Analysing journalistic stance-taking extends beyond identifying linguistic expressions of stance markers in media texts (Du Bois, 2007; Perrin, 2013; Scollon, 1998). This presentation considers such stance-taking as a social act undertaken by journalists under social, cultural, institutional, socio-psychological and linguistic conditions. Journalistic stance has received considerable attention in the analysis of Western print media (e.g. Perrin, 2012, Scollon, 1998). As yet, however, analysis of journalist stance-taking strategies in the Chinese context of news reporting has not been the subject of academic research. This presentation draws on a multi-perspectival research model (Candlin and Crichton, 2011) as an overarching framework for marrying a corpus-based quantitative study of stance markers in Chinese news texts with ethnographically-informed qualitative examination of stance-taking strategies in Chinese journalists' daily social practices. The presentation begins by discussing the key terms of stance; it then outlines the multi-perspectival model as applied to investigate stance; it displays findings from Chinese hard news reporting on

risk events; and finally discusses how such insights, integrating corpus-based study and participant observation of journalistic social practices, may contribute to a fuller understanding of stance in Chinese print media. Findings from the study will be of relevance to discourse analysts in the field of media discourse, to other scholars whose research is relevant to issues of authorial stance/evaluation, together with those more generally engaged in corpus-informed studies.

L'AUTORITÉ PROFESSORALE DANS LE DISCOURS DE L'ENSEIGNANT DE FLE

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Notre proposition s'interrogera sur l'autorité de l'enseignant de FLE pour mettre en lumière comment elle apparaît à la surface du discours dans la classe. Ce dernier se construit sous forme de l'interaction entre les protagonistes, à savoir l'enseignant et les apprenants. Nous envisagerons ainsi le discours de l'enseignant non pas comme une instance autonome et close, mais dans sa relation avec un ensemble d'actions ou de réactions que les apprenants produisent (Schütz, 2011) pour acquérir les savoirs et le savoir-faire langagiers de la langue cible.

Selon Hannah Arendt (1972), l'autorité est une forme de pouvoir ou de capacité d'acquérir l'obéissance d'autres par des moyens dépourvus de violence et de coercition, sans pour autant rejoindre la persuasion, synonyme d'égalité, obtenue à l'issue d'arguments effectués. Elle se fonde donc sur une hiérarchie entre deux parts en relation de connivence, hiérarchie ainsi implicite dont chacune d'entre ces dernières reconnaît la justesse et la légitimité sans modifier sa place préalablement fixée, ni la redéfinir.

En nous inspirant de cette définition qu'Arendt a établie à l'égard de la dégradation de l'autorité dans les champs politique et éducatif de la société moderne, nous commencerons par mettre en relief les particularités de l'autorité de l'enseignant mise en jeu dans la classe de FLE. Puis, nous analyserons le discours dans la classe pour aller à la recherche des indices linguistiques témoignant de l'installation de la hiérarchie, telle que l'on la trouve chez Arendt, entre celui qui a du pouvoir et celui qui le suit, à travers l'échange verbal dans la classe de langue. Ceci aura pour but de mettre en lumière comment intervient l'autorité professorale dans le processus de la transmission des savoirs et du savoir-faire langagiers.

Notre réflexion sera basée sur le corpus d'étude. Ce dernier est construit de l'enregistrement de paroles que nous avons effectué dans six classes de FLE en France.

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TECHNOLOGY-SUPPORTED WORKPLACE SIMULATION AND THE FLIPPED CLASSROOM – AN INTEGRATED AND INTENSIVE APPROACH TO PREPARE UNIVERSITY STUDENTS FOR THE WORKING WORLD

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While professional communication courses have always contextualised their tasks and assignments in certain workplace scenarios, a complete workplace simulation of an entire course from start to finish is a novel and innovative idea which has not been carried out in any of the professional communication modules in the University where this study was carried out. Immersing learners

in the workplace environment for the entire duration of the course is believed to enhance the course's delivery, making it more relevant, meaningful and engaging for learners and more importantly improving undergraduate students' communication skills enhancing their employment and promotional prospects for the working world. This paper systematically describes the redesign of an entire professional communication module to simulate a real workplace with the aid of technology in the form of the creation of a company website for providing company-related information and the flipped classroom for delivery of content. In this integrated and technology-supported intensive approach, both the students and tutors took on various roles in a company, carrying out tasks that were work related and learning and actively communicating in an office setting. Findings from a survey of students, "employee" performance appraisals, and focus group discussions with students and tutors will be presented. The findings discuss the effectiveness of using this method to improve the various aspects of the learners' communication skills and the extent to which it effectively prepared students for the working world. The results show that the realism that was created with this technology-supported simulation enthused the students, motivated them and enhanced both the teaching and learning of the skills taught on the course. Most importantly, after having been immersed in a real company setting for three months, most students acknowledged the transferability of the skills learnt to other courses and the working world. It was also found that the immersive experience of "working in a company" provided learners with opportunities to practise relating with colleagues and superiors and adopting attitudes and traits valued in the workplace. The presentation concludes with future plans and implications for the teaching and learning of professional communication skills in higher education.

SCALING PRACTICES IN REHABILITATION PRACTITIONERS' TALK: TECHNICAL SPECIFICATION OF UPGRADING AND DOWNGRADING

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Conversation analysis (CA) has recognized upgrading and downgrading within sequences of verbal interaction. These phenomena are recurrently observed in assessments (e.g., Goodwin and Goodwin, 1987; Pomerantz, 1984), epistemics (e.g., Heritage and Raymond, 2005; Stivers et al. 2011), and extreme case formulations (e.g., Edwards, 2000; Pomerantz, 1986). Yet, CA has mainly dealt with these phenomena in an ad-hoc manner, lacking a systematic methodology to explicate conversational meaning and rhetoric (Bilmes, 2011). Building on "occasioned semantics" (Bilmes, 2011; Deppermann, 2011), especially Bilmes's (2010) pioneering work on scaling in verbal interaction, this paper moves toward giving a systematic analytic specification of upgrading and downgrading. Specifically, drawing on audiovisual data from rehabilitation team conferences in Japan and augmented with ethnography, this paper systematically illustrates the ways in which rehabilitation practitioners utilize a cultural scale to consider whether or not upgrading a food-form. Analysis focuses on three scaling phenomena in decision-making sequences: (1) sense-making procedures in which members deploy a cultural scale to categorize foods; (2) oppositional sequences in which members strengthen their claim by choosing a semantically stronger item; and (3) contingent interactions between semantic and modulating (e.g., quantity) scales. Analysis shows that members choose a set of semantic features to accomplish the professional categorization work for the purpose at hand. Moreover, members negotiate medical decisions by organizing structural relations between semantic and modulating scales in contingent ways. This paper draws attention to conversational uses of scales by integrating ethnographic dimensions of rehabilitation practices into formulation

analysis, thus contributing to occasioned semantics. This combination systematically illustrates the ways in which rehabilitation practitioners utilize semantic resources to carry out their everyday medical work in sequences of actual interactions.

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HOW DO HEALTHCARE PROFESSIONALS MEET THE INSTITUTIONAL DEMAND OF PATIENT PARTICIPATION IN A REHABILITATION CENTER?

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By adopting a conversational analytic approach (CA), our paper tackles the question of how patient participation is dealt with during naturally occurring interdisciplinary meetings and medical visits in a rehabilitation center of French-speaking Switzerland. In order to enhance the patient's compliance, clinical guidelines on rehabilitation insist on the patient's participation in the whole rehabilitation process, including discharge planning (DP). Moreover, studies on discharge planning have found that a majority of patients wanted to participate in DP (Anthony & Hudson-Barr 2004), and that participation has delivered positive outcomes (Popejoy, Moylan & Galambos 2009). However, very little is known about how this institutional demand is concretely dealt with by health professionals. Moreover, CA studies on healthcare interactions have so far focused on dyadic encounters (doctor-patient) within primary care visits. As a consequence, little is known about patient participation in rehabilitation settings that usually imply a whole interdisciplinary team (Barnard, Cruice & Playford 2010).

The paper is based on audio-visual recordings made of 47 interdisciplinary meetings (IM) and 47 medical visits (MV). The IM implies the participation of an interdisciplinary team of healthcare professionals (physician(s), occupational therapist, physiotherapist, social worker, psychologist), but is held without the patient being present. Its main purpose is to discuss the patient's (physical) recovery in the clinic thus far, and to exchange information and opinion about questions regarding discharge planning (DP), such as the patient's expectations with respect to discharge, and when a discharge date might be possible from the medical point of view, etc. At the same time, it serves

as an opportunity to come to an agreement regarding the adjustment of therapeutic interventions, medical examinations, and discharge planning issues. The MV follows the IM, and implies the participation of the patient, of two (or more) physicians, and a nurse (or nurses). Its aim is not only to examine the patient's actual state of health, but also to confront the patient with the previously agreed-upon further agenda regarding their therapeutic programme and discharge issues, and to achieve his/her compliance with that agenda.

Our analysis focuses on the way the physician initiates the talk regarding a possible discharge date and addresses it to the patient during the MV. By taking into account the professionals' use of gaze, gesture, body posture, etc., it offers a multimodal analysis of several types of initiations. Furthermore, our analysis shows how each of them handles the institutional demand of patient participation in different ways, and looks at how they relate to the previously held interdisciplinary discussion regarding the question of the discharge date. Our analysis suggests, that depending on the level of congruence (high versus low) between the patient's expectation regarding the discharge date and the professionals' commonly elaborated position on the matter (during the IM), the physicians' initiations in the MV is either organized in a straightforward, unmarked manner, implying the patient's participation in a direct way, or the physician opts for a more mitigated, marked strategy that makes it more difficult for the patient to display his point of view.

PORTUGUESE FOR ARCHAEOLOGISTS, GERMAN FOR THEOLOGISTS, ITALIAN FOR ART HISTORIANS: CHALLENGES IN DEVELOPING A PLURALISTIC LANGUAGE STRATEGY IN HIGH EDUCATION

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In 2013 the University of Copenhagen launched a strategic project called "More Languages for more students". The project aims at improving university students' language skills in a number of languages, including English, German, French, Arabic, Spanish, Danish, etc. The implementation of the language strategy falls into two phases. The first phase is devoted to assessing the needs of students and other relevant actors through questionnaire surveys and focus group interviews (e.g. Long 2005, Kaewpet 2009, Benesch 1996). In the second phase the focus is on implementing language-supporting activities across different programmes and faculties.

The language strategy's overall theoretical point of departure are two core sociolinguistic concepts: linguistic repertoire (Gumperz and Hymes 1972) and communicative competence (Hymes 1972). These concepts allow for perceiving both L1 and L2 acquisition as a set of functional linguistic and communicative skills. Skills can be both interactive, for example speaking or writing in a wide range of contexts, or receptive, for example reading, listening and understanding lectures in a language without necessarily being able to speak it. Furthermore, they can be divided into skills in general academic language, everyday language or simply directed towards text types, genres and academic disciplines (e.g. Henriksen and Jakobsen 2013). This view is similar to Blommaert and Backus (2011) who argue that «knowing a language» today is a question of «knowing a language by degree» where the relevant skills and competences are functionally distributed, comprising a patchwork of available resources.

The methodological challenges addressed in this paper come from two different directions. One important issue is how to collect and organize large scale data which is also complex. Another central issue is to decide who exactly the users of the language strategy are, and how to accommodate their sometimes conflicting needs. For example, although the project aims at addressing students' needs in the first place, these needs are unavoidably interconnected with the needs of instructors, professors, administrative staff, policy makers and last but not least labour market expectations. Clearly, this complex net of users and political actors

influences the data collection and challenges the development of tailor-made pedagogic activities. Therefore, the purpose of this paper is to discuss possible outcomes and exchange ideas with similar projects.

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USING DISCOURSE ANALYSIS TO DETECT DECEITFUL CALLERS TO EMERGENCY SERVICE: TOWARD A MODEL OF ANALYSIS

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Many police investigations begin with a phone call to an emergency service. The vast majority of individuals who dial an emergency phone number to report an assault or any other event requiring police assistance are sincere. But some investigations show that a small number of individuals, in one way or another, disguise the facts they report, thereby concealing or minimizing their involvement in the events concerned. For example, one caller will say his wife has disappeared, when he has actually killed her. Although the deception is usually discovered, such individuals, given that they present information so as to mislead the call-taker, complicate the task for investigators.

Important studies have been conducted on emergency calls in general (Zimmerman, 1992; Drew and Walker, 2010, among others), but the studies on detecting deception in emergency calls are very few (Harpster, Adams and Jarvis, 2009). Yet, a caller's discourse produced in this situation can be particularly revealing, insofar as it is less affected by the interviewer's behaviour than it would be during an interrogation.

The aim of this paper is to establish whether a deceitful caller, as opposed to a sincere one, behave differently during the amount of time in which s/he interacts with the call-taker. If deceitful callers do behave differently, there is hope that analyzing emergency calls will help to identify them. Accordingly, the objectives are:

1. to determine whether emergency calls to the police contain identifiable indicators of deception by callers;
2. if they do, to construct a model of analysis that investigators can use to assess callers' sincerity.

We hypothesize that deceitful callers exert control over their discourse by seeking to influence the call-taker's understanding of events. Such information control may leave traces in their discourse that can be highlighted through accurate analysis. Our study uses an interactionist ans sociopragmatic perspective to compare sincere and deceitful calls regarding a similar type of crime. It focuses on 1) the structure of the caller's main intervention and 2) the appropriateness of the caller's responses to questions from the call-taker.

The analysis is based on a sample of 40 emergency calls recordings provided by the Québec provincial police: 20 from deceitful callers and 20 from sincere callers. These characterizations of the callers were known to be correct as a result of now-completed police investigations.

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L'ATELIER, LES GARS ET LA REVUE TECHNIQUE AUTOMOBILE. LITTÉRACIE EN INTERACTION DANS UN ATELIER DE FORMATION À LA MÉCANIQUE AUTO

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L'étude de la littéracie professionnelle en interaction dans des situations de formation constitue l'un des domaines de convergence possibles entre l'étude de la formation professionnelle et les sciences du langage (Fillietaz, 2009).

Un premier enjeu, analytique, de ce domaine concerne l'articulation de l'étude de l'interaction avec celle de la réception ou de la production de documents écrits. En effet, « [s]ouvent les interactions orales en face à face et la textualité ou les représentations visuelles ont été traitées dans des paradigmes distincts, selon un partage du travail entre spécialistes de l'oralité et spécialistes du texte ou de l'image » (Mondada, 2008 : 220). Dans une perspective intégrée de ces dimensions, il est aujourd'hui possible de se fonder sur des approches multimodales de l'interaction et sur le paradigme des New Litteracie Studies (Street, 2000). Une telle perspective nous semble de première importance pour appréhender des processus de transmission, d'apprentissage et de socialisation professionnelle (De Saint-Georges, 2007 ; Martinez-Perez, 2011).

Un second enjeu du domaine relève de problématiques de formation qui se rapportent au statut « dominé » de la voie professionnelle dans le système scolaire français (Palheta, 2012). Les élèves massivement issus de milieux populaires qui, par le jeu de processus de sélection sociale et scolaire, sont orientés vers l'enseignement professionnel, sont en effet le plus souvent appréhendés à l'aune de leurs difficultés scolaires (supposées ou avérées), notamment dans leur rapport au langage et à l'écrit.

A partir de données empiriques issues d'un travail ethnographique au long cours dans un lycée professionnel automobile en France, nous nous intéresserons particulièrement dans cette communication à la place occupée par la Revue Technique Automobile (RTA) dans la formation en atelier au niveau du Certificat d'Aptitudes Professionnelles (CAP). La RTA apparaît en effet dans cet espace de formation comme un élément contextuel saillant. Or l'usage de ce support écrit, qui combine différents modes sémiotiques (textes, tableaux chiffrés, schémas techniques, vues éclatées, photos, etc.), réclame la mobilisation de types de compétences littéraciées généralement déniées aux élèves de ce niveau diplômant.

Le corpus retenu en vue des analyses documente un cas exemplaire de lecture et d'interprétation collaborative de ce document plurisémiotique, questionnant d'une part son évidence discursive et visuelle et, d'autre part, les dynamiques de son appropriation par des élèves en situation de formation. Il s'agira ainsi d'analyser des modalités d'usage, de contournement ou de rejet de cette ressource plurisémiotique par ces élèves-apprentis pour avancer vers une compréhension plus fine de la socialisation langagière et professionnelle de locuteurs tendanciellement destinés à occuper durablement des positions sociales dominées.

A STUDY OF POLITENESS PHENOMENA IN CHINESE COURTROOM DISCOURSE

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Based on transcriptions of recordings of 13 Chinese courtroom trials at both the grassroots and the intermediate level courts in Beijing, Sichuan, Hubei, Shanghai, Hebei, Xinjiang and Jiangsu provinces, which amounts to about 1,000,000 words, the present paper examines politeness phenomena in Chinese courtroom discourse, especially, criminal courtroom discourse, against the Politeness Principle formulated by Leech (1983), Face Want theory by Levinson (1987), and the Politeness Principle by Gu Yueguo. It is found that the politeness principles do not apply in that impoliteness phenomena are far more prominent than politeness phenomena, as courtroom discourse is a "war-like" discourse. So it is more significant and more practical to study impoliteness phenomena than politeness phenomena. It is also found that politeness or rather impoliteness can be best seen in the address terms, interruption, and speech acts and that politeness varies significantly with the courtroom roles of participants and also with the interactional relationships. Politeness strategies adopted by the judge are usually neutral, especially when the judge is performing her/his procedural duties. The accusing party usually adopts bald-on record face-threatening speech acts in interaction with the defendant. It is interesting and also significant that the judge and the accusing party are more polite to each other than the judge and the defense lawyer or the judge and the defendant. Finally the author tried and explained the phenomena in terms of the Principle of Goal-direction and also explores the implications of the results for discourse study, especially institutional discourse study, and also for legal practice in China where legal reforms are taking place.

VIDEO CONFERENCE IN THE COURTROOM: WIDE SHOTS AS 'FILMIC ACTIONS'

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We report on here on a study of the production of camera motions in courtroom hearings where concerned parties appear at a distance through a remote video link. Our study is based on a corpus of video-recordings of pre-parole hearings. Our focus will be on the production of camera motions, and we will show how such camera motions constitute accountable 'filmic actions' in their own right.

The first point we will discuss is the organization of the joint production of image and talk as a constitutive feature of video communication by comparing the way camera motions are collaboratively accomplished in 'ordinary' Skype conversations (based on another video corpus) and in this judicial setting. We will show how the organization of camera motions in the courtroom (with video link) may appear 'institutional' in the sense that they are demonstrably by relying on a restricted set of interactional resources, as opposed to what occurs with Skype video calls between family and friends.

We will then focus on a particular type of observable 'filmic action', namely the transition between a medium shot and a wide shot, as a situated and timed camera-mediated accomplishment in the course of the hearing. We will analyze:

a) How the use of wide shots is highly sensitive to the recognizable (and recurrent) type of sequence in the hearing which is going on. It will appear to be the standard option in closings why its use remains highly exceptional during openings and interrogative sequences.
b) How it is accountable as a way to mark the particular relevance of a group of participants with respect to the ongoing talk, and therefore oriented-to as a resource to visually highlight collective forms of speakership or recipiency (as is the case with the use of half-

split or mosaic screens, see Mondada, 2009).

c) How such camera motions are sequentially-relevant and sequentially implicative with respect to the ongoing video interaction.
d) How such camera motion, and more generally the video communication ecologies which enable them make visible a member's basic interactional competence (in the sense that it operates in any interactional setting), that of being able to recognize the relevance of subtle changes in participation frames, routinely, unreflexively and on the fly.
e) How a, b), c), and d) are mutually elaborative features of the production of a wide shot as a constitutive practice in video communication, and provide analysts and members alike with a method to make sense of the use of such camera motion at a given time, that is to analyze the immediate interactional context with respect to the possible relevance of some collective «we» in the management of participation at that particular moment.

ONLINE DIALOGIC WRITING – WORKING TECHNIQUES IN STUDENT RESEARCH GROUPS

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Nowadays, students graduating from university must be able to work online as a matter of course, to take part in projects whose participants communicate using asynchronous writing tools which are independent of time and place. The skills required for this kind of writing are seldom taught at university, and hardly ever practised by the students. If the subject of writing and communicating online comes up at all, the discussion is mostly confined to formal design, such as e-mail lay-out or netiquette, for instance. However, we argue, it is the competence in online dialogic writing, more than any formal skills, which will promote cooperation, and thus form the basis of any online teamwork.

In this respect, those participating in a cooperative online project face specific challenges: For example, in a group of peers, with no overt leader or moderator, how will they initiate the common assignment and which communicative strategies are they going to employ?

In our presentation, we propose two basic strategies how students may approach these challenges. Based on results of empirical research, we demonstrate the linguistic means by which team participants start a thread in a discussion forum, thus to launch their cooperation for the task at hand. These writing techniques constitute basic forms of cooperation, which can be transferred to other kinds of asynchronous communication, e. g. e-mail correspondence, and to different kinds of team work. What is more, as they are simple and straightforward, they should be easy to teach to undergraduates.

Our corpus consists of naturally occurring written data collected during two university e learning courses. In these courses, groups of three or four carry out a research project on a virtual learning platform, while communicating in a discussion forum to coordinate their work. To perform qualitative, linguistic analyses of the data gathered, we employ concepts of conversation analysis, as well as more recent approaches in text linguistics.

THE LIMITS OF PROFESSIONAL VISION: THE OBSERVABILITY AND REPORTABILITY OF ENDODONTIC PROCEDURES

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One characteristic of the modern society is a clear division of labour and a high level of specialisation. Many professions, like surgery, astrophysics and archaeology necessitate a complex mix of manual, visual, tech-

nological and discursive skills – skills that are not readily available or easily accessible to people outside professional communities. Without the relevant skills, one is not only incapable performing the work, but also unable to see and say what members are medically, astronomically, and archeologically doing. Objects such as cystic arteries, optic pulsars and ancient post molds are not just there for one's naked and untrained eye to see. What is relevant here is not so much the cognitive mechanisms of individuals, but the skills and practices that are shared among "a community of competent practitioners, most of whom have never met each other but nonetheless expect each other to be able to see and categorize the world in ways that are relevant to the work, tools, and artefacts that constitute their profession" (Goodwin, 1994; p. 615).

In this presentation, a general interest in «professional vision» and the observability and reportability of action will be investigated in the context of dentistry and dental education. With an approach informed by ethnomethodology and conversation analysis, the study investigates a series of seminars organized around live video broadcasts of endodontic procedures. In the seminars, groups of students under the guidance of a seminar leader are watching root canal treatments that take place in an adjacent room. During the broadcasted procedures, the seminar leaders continuously (and regularly confidently) describe what the dentists do, see, think and feel. Central to these commentaries is the ability to see embodied actions in terms of formal procedures. However, there are also limits to this access. Despite the fact that the seminar leader and the dentist share an expertise in endodontics, not all aspects of professional conduct are similarly accessible or describable for an onlooker. For instance, while it is possible for seminar leaders to see that a dentist is searching for a root canal, it is much harder to describe in contingent detail what this searching consists of. In cases like this, the seminar leader might instead ask the dentist who is performing the procedure to explicate his or her actions and reasoning.

The investigated setting actualizes a number of questions of general concern. What does it mean to observe and describe the professional actions of others? To what extent, or in which ways, can vision and perception be shared? Are some features of professional action less accessible or describable than others? In the investigated setting, these questions are central to the members themselves as instructional concerns. However, the observability and describability of professional conduct are also central methodological concerns for the social scientists who want to analyze such practices. Given that expert sometimes are unable to identify what other experts are doing, to what extent are those same actions describable by non-experts.

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ACCOMPLISHING THE BRAND: EMPLOYEES' EXPERIENCES OF WORKING FOR A MULTINATIONAL CORPORATION

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Multinational corporations increasingly need to manage the complexities associated with linguistically and cultural diverse consumers and employees (French, 2010; Guirdham, 2011). 'Branding' is promoted as a strategy to address this complexity by aligning products and corporate goals both externally with customers and internally with employees (King, Grace, & Funk, 2012; Powell, 2008). Previous research tends to focus on the customer perspective on branding, with little focus on how employees experience branding in their day-to-day working lives. This paper reports on a study that explored employees' experiences of branding in their work for a French, luxury branded multinational corporation. Based on narrative data from interviews with employees from four departments, the study drew on 'multi-perspectival' discourse analysis (Candlin, 1997; Candlin & Crichton, 2013; Crichton, 2010), and was informed

by the work of Goffman (1959), Garfinkel (2011) and Gumperz (1982), Labov (1972) and Bourdieu (1984, 1991). The analysis identified the major theme in these experiences as the 'apprenticing' of employees into the corporate brand, constituted through a process of 'inducting', 'testing' and 'succeeding'. Drawing on samples of analysed data, we argue that these processes are accomplished through formal and informal interactions among employees which are central to the development of the professional practices required to be successful in their corporation.

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SOCIO-TECHNICAL DILEMMAS IN PARTICIPATORY DESIGN: THE DEVELOPMENT OF AN ONLINE VIDEO-MEDIATED YOUTH COUNSELLING SERVICE

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The availability of online resources for youth counselling has increased in later years, posing a number of new challenges for existing practices and practitioners. Previous research on online youth counselling has addressed the changing conditions for professionals as well as for the young clients (Danby et al., 2009; 2011; Harris et al., 2012) but has not previously examined the processes through which the services are developed. In this study we follow a participatory design project in the development of a youth counselling e-service in Sweden. The study provides an ethnomethodologically informed analysis of how a group of counsellors discuss possible socio-technical dilemmas created by the introduction of web-based video-mediated counselling. As the analyses demonstrate, the planned implementation is met by the counsellors with extensive hypothetical reasoning. The counsellors draw on various experiences from the existing work practice, experiences of distance interaction with clients via telephone and chat as well as face-to-face meetings. With the help of these resources the counsellors provide reasoned accounts of envisaged problems connected with the combination of visual access and physical distance introduced by the video-link. Two issues in particular are topicalized: the problem of 'dirty calls' where callers engage counsellors in talk about sexual issues as a means of self-gratification; and the issue of suicide threats. The specific problems of the video-link are made salient through contrasts with face-

to-face meetings as well as with telephone calls. Three main methods of addressing hypothetical problems can be discerned: first, normalizing the articulated problem by minimizing the difference between the new technology and existing practice (e.g. suggesting that Skype conversations can be ended in the same way as telephone calls); second, proposing conversational strategies in which referring to technological malfunction can be used as a resource for ending unpleasant calls or disabling the problematic video-link; third, defining and limiting the particular circumstances in which the video-link is to be used. Some general conclusions that can be drawn are that the practitioners use experiences from their current practices both to hypothesize about problems and create strategies for solutions. In different ways, these strategies work to bring the hypothetical new environment in line with existing work practices.

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DIRECT SPEECH AND WORKING PRACTICES IN THE ANNUAL REPORTS OF EXCHANGE-LISTED COMPANIES

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The annual report is one of the most important channels of external communication and investor relations of exchange-listed companies. These reports consist of two parts: the so-called narrative part and the financial statement. The narrative part consists of different texts: strategy, operational environment, industry, research, and corporate responsibility. So far, studies have focused on defining the genre rules of annual reports by exploring the lexical choices of the reports (Rutherford 2005), or verifying the promotional purposes of the reports by exploring the linguistic choices and semantic content (Malavasi 2005), but there has been no research on direct speech, which I focus on in my presentation.

The aim of my presentation is to describe what kind of working practices are constructed in direct speech. I also examine the functions of these quotations at the level of the structure of text. The data consists of the annual reports of 12 exchange-listed companies. The reports were published in 2011. The theoretical background of this study is based on systemic functional grammar (Halliday & Matthiessen 2004) and rhetorical structure theory (Mann & Thompson 1988).

I will demonstrate that constructed working practices largely mean communication between interest groups, cooperation and the development of employees' knowledge and professional skills. In the structure of text the function is to evidence and justify. Thus it can be said that direct speech, in this genre, is a resource whereby can be built the reputation of company.

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"IN AMERICA, I FEEL LIKE HELEN KELLER:" VOICES OF CULTURALLY-COMPETENT BUT LINGUISTICALLY VULNERABLE TEACHERS

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In 2011, nearly 3.1 million migrant and seasonal farm workers lived in the United States, and 72% of these workers were born outside the US (NCFH, August 2012). Upon arrival to the United States, many immigrants from Latin American countries move into low paying jobs like seasonal farm work that require little or no formal education though many held professional jobs such as nursing in their country of origin. Many women seek employment as childcare providers and early childhood teachers in schools located in rural and remote communities that serve other immigrant children in the poverty context. Because they bring rich cultural experiences aligned to the backgrounds of the families the school serves, they are welcomed into the school's community. The cultural congruence enhances the quality of instruction and builds strong home, school, and community partnerships. Additionally, it provides some respite to schools that find it difficult to hire and retain teachers in remote and rural locations. Once hired, the immigrant teachers earn the required minimum credentialing to retain employment as early childhood teachers. The certification can be earned in Spanish and therefore the teachers are able to postpone learning Standard English. Eventually they find themselves embedded in monolingual communities with limited opportunity for upward professional mobility. One of the main reasons articulated by the immigrants for this downward professional mobility is the lack of fluency in Standard English. Linguistic vulnerability creates inequity in power within and outside the home, and static social status, and economic differentials that limit Latin American immigrants from integrating fully into the mainstream American life. The economic environment, political systems, and family dynamics exert their influence in maintaining the linguistic isolation. These vulnerabilities have a spillover effect on the children and families that they serve. Thus, the cost of a linguistically marginalized life style is high and issues at all levels must be addressed to bring relief to the immigrant teacher of young children at risk for school failure.

Using a socio-ecological approach, this presentation aims to provide visibility to the issues faced by immigrant early childhood teachers who have limited proficiency in Standard English. Empirical evidence obtained through ethnographic interviews with the teachers reveal a host of psychological, emotional, financial, and social challenges that emerge due to lack of English Language proficiency and linguistic isolation. In our study, sixty-three teachers were interviewed over a period of 18 months. All the teachers were women aged between 26 -56 years; were first generation immigrants to the United States, and born mainly in Mexico (91%) or other Latin American countries like Columbia, Peru, and Guatemala. All teachers had limited proficiency in written and spoken Standard English as measured by the Complete Language Assessment System–English (TABE-Clas E), a test designed to assess the reading, listening, writing, and speaking skills of adult English language learners. Structured open-ended interviews were conducted biweekly in individual and group meetings conducted in Spanish. Teacher voices, strengths, challenges, and intervention strategies will be discussed in an interactive forum.

ARTICULATION ENTRE REFLEXION ET PRATIQUE DANS UN PROCESSUS DE FORMATION CONTINUE : POSSIBILITÉS D'ANALYSE DU DÉVELOPPEMENT DE L'ENSEIGNANT

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Cette présentation a pour but pointer des possibilités d'analyse du développement des enseignants qui font partir d'une formation continue proposée à partir d'un travail coopératif, dans lequel le processus d'enseignement est co-construit par les chercheurs et les professeurs d'enseignement fondamental. De cette proposition a émergé la notion de "projet didactique du genre – PDG" (GUIMARÃES et KERSCH, 2012), basée sur la notion de séquence didactique (SCHNEUWLY et DOLZ, 2004) et les influences des études de la littératie (STREET, 1984, 2008 ; KLEIMAN, 2000). Le défi des professeurs, lorsqu' ils élaborent un PDG, c'est de trouver un lien entre le genre textuel à être didactisé et d'autres sphères où l'élève puisse circuler (au-delà de la salle de classe). Il faut alors que les professeurs comprennent de manière bien claire la notion de genre textuel, un concept clé pour le développement de ce travail. Dans la théorie vygotskienne, "l'objet de l'instrument psychologique n'est pas dans le monde extérieur, mais dans l'activité psychique du sujet et qu'il est un moyen d'influence du sujet sur lui-même, un moyen d'autorégulation et d'autocontrôle" (FRIEDRICH, 2010, p. 59), ce qui nous permet de comprendre que la notion de genre textuel en tant qu'instrument psychologique peut aider le sujet à accéder aux phénomènes psychiques nécessaires pour développer une tâche déterminée (par exemple, la transposition didactique nécessaire pour enseigner un genre). Dans cette approche, quand le professeur internalise la notion de genre textuel, cela contribue autant à son développement individuel, personnel, qu'à son métier. Cette conception renforce l'hypothèse que le travail du professeur ne dépend pas seulement des régulations externes (prescriptions/orientations), mais aussi des manières de faire qui sont propres à chaque travailleur et de la façon dont ils s'approprient la connaissance indispensable pour la réalisation des tâches au cours de leur agir. L'intériorisation de la notion de genre textuel, construite dans cette perspective, apparaît comme condition même de « transformation du psychisme pratique vers une pensée consciente » (BRONCKART, 2006,p.106) du professeur en formation continue. À partir des analyses développées, nous avons pu remarquer que des « unités psychologiques [comme la notion de genre textuel] et des discours, quand ils sont reconstitués simultanément, sont le plus grand vecteur du développement psychologique », comme l'affirme Bronckart (2006, p. 87). Cela implique une reconfiguration du savoir, médiatisée par des activités conjointes et par des échanges langagiers, ce qui se traduit dans la reconfiguration et dans l'évolution permanente de l'agir enseignant. Notre investigation, à ce moment, cherche à comprendre plus clairement comment se déroule la construction et l'extériorisation de la pensée consciente (VYGOTSKI, 2001) sur le concept scientifique choisi à travers le dialogue avec l'autre, en apportant à la discussion des indices qui marquent le développement professionnel à partir de la formation continue. Nous avons analysé, d'une façon contrastive, leur production écrite sur la matière, produite en différents moments, pour comprendre si le savoir sur les genres de texte se concrétise dans un un savoir-faire, à différents niveaux de l'agir enseignant, dans une véritable articulation entre réflexion et pratique.

L'ACTORIALITÉ PROFESSIONNELLE DES ENSEIGNANTS : L'IMPORTANCE D'ANALYSER DES MARQUES LINGUISTIQUES EN CONJONCTION AVEC LE CADRE DE LA SITUATION SOCIO-HISTORIQUE ET LES FIGURES D'ACTION.

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Ce travail a pour but analyser les marques de l'actorialité presentés par des enseignants de portugais comme langue maternelle qui font partie d'une formation continue, dans lequel le processus d'enseignement est co-construit par les chercheurs et les professeurs (Guimarães et Kersch, 2012). D'après Bronckart (2006, 2008), l'agir présuppose l'existence de l'actant, c'est à dire, n'importe quelle personne outillée par plusieurs ressources et capacités. Cet actant peut être, dans le plan de l'interprétation, acteur quand les formes textuelles lui placent comme l'origine d'un processus, dont les capacités, les motivations et les intentions sont lui mises à sa portée. L'actant peut aussi être agent, quand il ne lui sont pas, dans les formes textuelles, attribuées des capacités, des motivations et des intentions. Un actant professeur démontre être un acteur ou posséder une actorialité quand il est capable de guider un projet d'enseignement, ce qui signifie avant tout assumer la posture de celui qui évalue le contexte d'enseignement où il est inséré, mais aussi prendre la place de celui qui négocie pour y gérer les réactions, les intérêts et les motivations de ses élèves. Ceci est un concept important pour que nous puissions identifier quel est le rôle joué par les professeurs participants de cette recherche et comprendre le contexte dans lequel l'actorialité professionnelle se révèle plus évidente. Pour analyser la présence de l'actorialité, nous avons interviewé des enseignants avant et après l'utilisation d'un projet didactique de genre (Guimarães et Kersch, 2012) en classe de langue maternelle. L'analyse porte sur les types de discours emploiés, et sur le plan énonciatif des textes (Bronckart, 1999).Les figures d'action (Bulea, 2010) ont été vérifiés. Ils en tant que cadres interprétatifs, organisant langagièrement les représentations des personnes, sont en égale mesure porteurs de positionnements des ces mêmes personnes eu égard à leur métier ou encore aux représentations collectives qui existent par ailleurs. Nous suivons Almeida (2013), qui a été basé aussi sur le concept de construction sociale de la signification (Boutet, 1997) pour observer que les discours produits par les sujets interviewés indiquaient des traits liés à un réseau de valeurs sémantiques qui peuvent révéler ce que les interviewés pensent d'un certain thème ou quel est leur rapport avec l'objet de la question posée. Dans le but de vérifier le degré d'implication de responsabilité du professeur dans l'énonciation, Almeida a catégorisé l'emploi des référents utilisés et ses implications dans la représentation du métier, en se basant sur le continuum de perception de Boutet (1997, p.67), ce qui lui fait penser à un 'continuum' d'actorialité. Dans les extraits analysés, ces marques linquistiques ont été examiné dans le cadre de la situation socio-historique de la formation continue reçue. La recherche, encore en développement, est en train d'associer l'idée de graduation de l'actorialité à celle de dynamique de l'actorialité, en essayant de faire attention à l'alternance des marques linguistiques et des figures d'action au sein d'un entretien. Comme conclusion de cette étape, nous prétendons vérifier si c'est possible établir une rélation entre les changements de figure d'action et des degrés d'actorialité, de façon à montrer comment évolue dynamiquement l'actorialité dans un entretien, pour mieux compreendre en quel contexte cette actorialité se révèle plus évidente.

TRANSACTIONAL AND INTERACTIONAL CONVERSATION SHIFTING IN ELDERLY PATIENTS/ YOUNGER PHYSICIANS INTERACTION AND COMMUNICATION IN LIBYA

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This research investigates how elderly patients in Libya interact and communicate

institutionally with younger physicians. Naturally occurring conversations between three elderly patients and their younger physicians were tape-recorded separately. The subjects were also interviewed. Conversation Analysis combined with social constructionist theories was employed as a method of data analysis. The analysis of the interviews shows that elderly patients and their younger physicians (subjects) perceive each other socially rather than institutionally. Younger physicians insist that they cannot practice their institutional concessions when the patients are elderly. They cannot produce interruption, overlap or verbal refusal. In comparison, elderly subjects suggest that they perceive their younger physicians like their younger sons. The analysis of the naturally occurring conversations reveals that elderly patients and younger physicians practice significant amount of shifts from transactional to interactional and vice versa. They summon each other as social actors (son/hajj or uncle) rather than institutional ones (doctor/sir). Elderly patients and younger physicians could not raise sex-related topics or directly name sexual organs (e.g. rectum) related to the elderly patient's case. Moreover, elderly patients employed social wordings such as proverbs and religious expressions when describing their medical cases to younger physicians. The conversations' exchange of turns was not thoroughly task-oriented (transactional). Rather, elderly patients address their younger physicians with social (interactional) conversations (e.g. where are you from? Who is your cousin? Where do you live?). Elderly patient interactants manipulated the conversations' time-span. Furthermore, they employed the least preferable repair strategy. This research concludes that elderly patients in Libya interact and communicate with their younger physicians in accordance to their social construction which shows prevalence over the institutional status of the interactants.

BECOMING AN ENGLISH TEACHER IN BRAZIL: THE CONSTRUCTION OF AN IDENTITY

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Becoming a teacher requires specific competence and a right pedagogical formation, however, assuming the foreign language teacher identity involves nor only those factors, but also knowledge about the target language and about the most appropriate approaches, methods and techniques for its teaching. The difficulty of hiring professionals who are qualified to teach English in some regions of Brazil makes possible that some teachers, even not having specific formation, teach this subject in some public schools. These teachers generally know the language and have a degree in teaching, in other words, they have, at first sight, some of the necessary prerequisites to be foreign language teachers, although they lack a specific identity. In order to improve the teaching of foreign languages in the country, the Brazilian government has offered appropriate qualification to these teachers, who, by means of the National Plan for the Training of Basic Education Teachers (PARFOR) - Modern Foreign Language - have the opportunity to study the English language focused on their professional practice, i.e., focused on teaching. Considering this reality, this work aims at investigating the construction of the English teacher's identity of a group formed by thirty teachers-students enrolled in the Modern Foreign Language - PARFOR course, which takes place at State University of Santa Cruz (UESC), in the city of Ilhéus, state of Bahia, Brazil. This research is based on the principle that this group of teachers-students, coming from different cities and having distinct formations, has constructed a Community of Practice during the three years and a half they have spent together in this course. This has happened because they have shared an interest and have learned better through interaction. This Community of Practice has been, in turn, decisive for the construction of a specific identity, namely become English

teachers. It was necessary, for the development of this research, some theoretical foundation about the concepts of Communities of Practice (Lave and Wenger, 1991; Wenger, 1998; Eckert and McConnel-Ginet, 1992; and Hanson-Smith, 2006), Identity (Morgan & Clarke, 2011; Norton, 1995, 1997, 2011; Block, 2006, 2007; Miller, 2008; among others), and also English for Specific Purposes (Hutchinson & Waters, 1987). This is a field research with a qualitative methodological approach, which used the following investigation modalities: bibliographic research and empirical investigation, having as research instruments the direct observation and semi-structured interviews of the thirty teachers-students who have taken part in the Modern Foreign Language - PARFOR course at UESC.

BODIES AND OBJECTS IN TRANSFORMATION. NURSING STUDENT LEARNING INSERTION TECHNIQUES FOR INTRAVENOUS CANULATION

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In focus for this paper is how nursing students at a Swedish university hospital's clinical training center learn a seemingly trivial but one of the most common invasive procedures performed in hospitals: the insertion of a peripheral venous catheter (PVC, i.e. a small, flexible tube that is placed into a peripheral vein in order to administer medication or fluids).

Building on conversation analytic research on socialization and training in medical contexts (e.g. Koschmann et al., 2007; Mondada, 2011; Hindmarsh & Pilnick, 2007), the study is based on micro-analyses of video recordings of a training session that was organized such that each student first inserted PVCs into a paper tissue, and then into two different models: one tablet and one manikin arm. The students were also allowed to perform a venous canulation on a fellow participant under supervision. The analysis involves tracing the students actions as they practice inserting a PVC on the different devices and on a fellow student, as well as when their bodies are transformed into a work site for other students. More specifically, the analysis considers how the body – mannequin and real – figures into the fine-grained organization of practices of learning. The analysis addresses the emergent properties of objects and bodies and pays specific attention to the ways in which verbal as well as bodily conduct is reflexively produced in a material environment (e.g. Goodwin, 2000).

The results of the study show how insertion of the PVCs can be divided into different stages. First, a site of canulation is identified through finding a suitable vein (reading the body cf. Goodwin, 1994; Koschmann et al., 2011). During the second stage the PVC is inserted (manual skill; finding the right angle, suitable pace and pressure, knowing when to stop, withdrawing the needle and leaving the small tube of the cannula). During the third phase a cannula dressing is applied onto the patient's skin. Finally the students remove the PVC. Following the unfolding organization of action as the students progress through the training episodes, makes it possible to discern how the activity changes as different contextual configurations (Goodwin, 2000) are brought into play. The models simulate the human body, but the results of the study also show that the human body is transformed into a mannequin of sorts and where focus is on the learning student rather than the student as patient. When problems occur they are often associated with the tablet or mannequin arm rather than the student's insertion technique. The students recurrently refer to the devices as patients, jokingly enacting scenes of terrible things to tell or do to patients, sometimes also addressing the mannequins as patients, thus contextualizing their simulated actions.

COMPLÉMENTARITÉ DES DISCOURS PROFESSIONNELS DU GUIDE TOURISTIQUE ET DE L'AUDIO-GUIDE DANS UNE APPROCHE MULTIMODALE.

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Le développement des nouvelles technologies et l'extension des réseaux de communication ont rendu la connectivité disponible à chaque instant, la réalité "connectée", voire augmentée (Fèvre, Plantier, 2010) qui en résulte, a conduit à l'émergence de nouveaux services professionnels associés à de nouvelles formes de discours, diversifiant ainsi une offre plus conventionnelle. Dans le domaine du tourisme, les organismes exploitant des sites d'intérêt touristique proposent souvent aux visiteurs un audio-guide et/ou une visite commentée de leurs attractions. Dans ce contexte, la communication proposée a pour objectif de mettre en évidence la complémentarité discursive entre ces options qui, intégrées à une approche multimodale, peuvent concourir à améliorer les prestations offertes.

La linguistique sur corpus appliquée à des discours professionnels tels que définis par Petit (2010) permet la mise en évidence, de manière empirique et inductive, des caractéristiques intrinsèques des discours constitutifs des corpus choisis. Dans le cas présent, une analyse statistique approfondie et descriptive des corpus permet la construction et la comparaison des moules discursifs sous-jacents aux deux situations communicatives précédemment mentionnées et dont l'une est tributaire d'un dispositif socio-technique. En accord avec l'approche fonctionnaliste proposée par Newmeyer (1998 : 17), les résultats de cette comparaison seront interprétés sur la base du lien étroit entre la forme et les fonctions pragmatiques du discours au niveau des flexions du verbe et des déictiques pour déterminer leur niveau de complémentarité.

Le corpus interrogé est constitué de textes francophones issus de transcriptions d'enregistrements audio et de textes directement rédigés en vue de la création des audio-guides. Le résultat obtenu est l'étude d'un sous-corpus de textes écrits pour l'oral mis en parallèle avec un sous-corpus de textes oraux, les deux étant comparés sur la base d'un continuum de proximité – distance inspiré du concept défini par Koch et Oesterreicher (2001).

La construction de ces sous-corpus observe des règles simples de représentativité du domaine étudié, en l'occurrence une sélection quantitativement équilibrée en nombre et en extension des textes transcrits et écrits. L'utilisation d'un programme informatique pour l'analyse statistique et quantitative des occurrences des phénomènes linguistiques présents dans chaque échantillon permet la description et la comparaison des moules discursifs utilisés dans chaque situation communicative.

Au regard des deux prestations discursives différentes proposées dans un même contexte de pratique professionnelle relative à la visite d'un site touristique, l'étude s'inscrit dans le thème général «Multimodality in professional practice and vocational learning».

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PROFESSIONALISATION ET CONTEXTUALISATION DE LA FORMATION LINGUISTIQUE DESTINÉE AUX PARAMÉDICAUX FORMÉS EN ALGÉRIE : VERS UNE POROSITÉ ENTRE LE MONDE PROFESSIONNEL ET L'ENSEIGNEMENT –APPRENTISSAGE DU FRANÇAIS MÉDICAL

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Au cours des dernières années, nous assistons à une nouvelle orientation dans le domaine de la didactique des langues étrangères, celle qui met l'accent sur ce que les spécialistes appellent « les langues sur objectifs spécifiques », qui ont franchi le domaine de l'éducation surtout avec l'émergence d'une nouvelle forme de motivation dans l'apprentissage des langues étrangères, qui se traduit par un public spécifique, cherchant à acquérir une langue pour accéder à l'information et à la documentation,ainsi, pour des raisons communicatives scientifiques et /ou professionnelles. Partant de cette réflexion qui exige une nécessité de s'adapter aux demandes croissantes de la vie professionnelle nous mettons l'accent ici sur la naissance du français à visée professionnelle (FLP) qui se définit selon Florence Mourlhon- Dallies comme étant une langue apprise à des fins professionnelles ; c'est le fait de travailler en langue étrangère, pour apprendre un métier ou pour l'exercer dans une langue non maternelle .

L'évolution de la dénomination des langues de spécialité revient à des raisons internes ; relatives aux sciences du langage, et d'autres externes découlant les transformations économiques et politiques de la société . Les caractéristiques de discours de spécialité nous conduisent à déduire la logique relationnelle entre ces discours et l'enseignement sur objectifs spécifiques . Le discours de spécialité pourrait être exploité dans une classe de langue non seulement pour repérer les moyens linguistiques mais aussi pour utiliser sa vocation discursive dans les pratiques de classe comme :l'écriture et la lecture .

Dans ce travail, nous allons mener une enquête auprès des professionnels paramédicaux au niveau de l'institut national de la formation supérieure paramédicale à Oran (Algérie) afin de mettre l'accent sur l'enseignement apprentissage du français médical, et donner une réflexion systématique et méthodologique à ce processus dont le but d'installer une compétence lexicale pour promouvoir une compétence professionnelle en s'interrogeant sur les stratégies de l'enseignement – apprentissage du vocabulaire médical qui facilitent la compréhension et la mémorisation des termes médicaux. Notre objectif est ; d'un coté, de montrer que la performance professionnelle dans le secteur de la santé exige de l'étudiant-paramédical un développement des compétences langagières notamment lexicales,et d'autre coté de découvrir la spécificité de cette formation linguistique destinée aux paramédicaux en mettant l'accent sur la notion de la didactique contextualisée dans le monde professionnel à travers les caractéristiques de l'enseignement –apprentissage des langues de spécialité comme : le public cible, les besoins spécifiques, et le temps consacré à cette formation .

L'AGIR DIDACTIQUE DES ENSEIGNANTS DE LANGUE PORTUGAISE: LES INTERVENTIONS DIDACTIQUES POUR LE DÉVELOPPEMENT DES CAPACITÉS LANGAGIÈRES ET LINGUISTIQUES

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Cette contribution vise à présenter l'agir didactique des enseignants de langue portugaise au cours d'une pratique didactique sur l'enseignement de la langue portugaise première langue au Brésil. Il a pour objet d'enseignement un genre textuel argumentatif, visant à développer des capacités langagières et linguistiques dans la perspective d'enseignement de la Grammaire. L'agir didactique est un concept élaboré et présenté dans notre thèse doctorale. Il est une dimension de l'agir de l'enseignant, notamment, il est défini comme l'ensemble des interventions

menées par les enseignants dans le processus de transposition didactique interne, c'est-à-dire, dans la transformation de l'objet à enseigner en objet effectivement enseigné. C'est un agir qui met l'accent sur l'intervention pour l'enseignement et l'apprentissage des élèves. Cette étude sur l'agir didactique est donc axée sur l'action de l'enseignant dans les processus de déploiement de l'objet d'enseignement à travers des activités réalisés, des formes sociales de travail et des outils didactiques utilisé. Nous présenterons les résultats des analyses des pratiques des enseignants dans les classes, selon les procédures méthodologiques proposées par Schneuwly et Dolz (2009), Dolz et Gagnon (sous presse) et Silva (2013). Les données (les classes des enseignants-participants), enregistrées sur bandes audio et vidéo, ont été analysées au moyen d'une analyse linguistique et sémantique des interactions verbales entre les enseignants et les étudiants. Nous avons surligné les objets effectivement enseignés, les activités scolaires, ainsi que les actions et les interventions d'enseignement réalisées par les enseignants de portugais.

Les principales questions de notre recherche sont les suivantes :

- Quels sont les objets enseignés développés au cours du travail des enseignants? Quelles sont les activités proposées ? Comment celles-ci s'organisent-elles?
- Quels sont les éléments constitutifs du travail retenu par les professeurs de langue pour entamer une réflexion formative ?
- Comment peut-on mobiliser les analyses du travail effectif dans la formation continue ?

KNOWLEDGE ACCESS THROUGH APPRENTICESHIP

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Abstract
Science is about finding truth. But truth does not come in handy packages: scientific truths have to be discovered through practice, in collaboration among scientists. Initiating a person into this practice happens in apprenticeship; the scientist-in-spe engages in a dialectic interaction with the expert practitioners; thus, the scientific apprenticeship is one of emerging practice.

There are many ways of discovering truths. In emerging practice, these ways comprise tools that will (re)construct reality as 'seen' by the expert, who reduces the complexity of the observed and creates innovative ways of looking at 'facts'. The complex behavior of bacteria in a Petri plate is being reduced to patterns that can be expressed numerically. The apprentice scientist will learn that the transition from 'living bacterium' to 'observed numerical result' is at the same time a reductive process, and constitutes a dialectic pattern of interaction. The 'truth' is neither in the dish nor in the figures; it is something that the scientist sees as a constructed reality.

Apprenticeship consists essentially in learning to understand, and practicing, this science-internal dialectics by which the truth is incorporated in the experimenter and in the experiment. It is the anthropologist's task to tease out the strands in this fabric of interaction: by understanding the scientific life as culturally and socially relevant, and by understanding the social life as a condition to practicing relevant science. Apprenticeship is about organizing a worldview of the scientific world, as this view is incorporated in the daily interaction in the science lab (Mey 2012).

Keywords
interactive practice, apprenticeship, science-internal dialectics, (re)constructing reality, expert 'seeing'

Related topics

- Skills and competence development through language and communication
- Language, communication and workplace learning
- Multimodality in professional practice and vocational learning

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DISCOURSE OF CONCERN IN ADDRESSING THE EDUCATIONAL NEEDS OF MALAY CHILDREN IN FOSTER CARE

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Children in foster care, generally, perform poorly in school (Watson & Kabler, 2012; Emerson & Lovitt, 2003; Zeitlin, Weinberg & Kimm, 2003). There is a notion of uncertainty over the question of who has primary responsibility over the academic progress of foster children. Foster children are among economically disadvantaged children who face social, emotional and psychological concerns that can affect their academic performance and hence, their futures, as once they are discharged and no longer in the care of the state, their future prospects will be largely based on their school performance.

Previous studies have shown that foster children avoid social interactions with peers in order to keep their foster status hidden and may choose to blame themselves for their poor academic performance (Watson & Kabler, 2012; Zeitlin, Weinberg & Kimm, 2003). Further, there is limited communication and exchange of information between foster children, foster caregivers and the teachers in the school that the children attend.

Majority of teachers and other school personnel are acquainted in dealing with normal children. Some teachers are specialized at dealing with children who have been identified with special needs like those with dyslexia, human communication problems and physical disability, while there are those trained to deal with gifted children. However, foster children are treated as 'normal' children because only «few teachers are knowledgeable about the extensive problems these children have while they are in school» (Emerson and Lovitt, 2003:199). As such, addressing the educational needs of foster children have not been directly dealt with which may be due to the lack of professional practices in this area of concern.

This study looks at the voices of concern emerging from the social and professional practices involved in addressing the educational needs of Malay children in foster care. This study draws on semi-structured interviews with teachers, counselors, assistant principal and principal to better understand how they can help these children perform in school. The extensive narratives of teachers' educational experiences by way of teaching, counselling, socializing, managing the children's behavior and involvement in sporting and extra-curricular activities were recorded to learn what they regard as concerns hindering the children's educational success.

Content analysis is used in this qualitative approach to describe the concern voiced by the teachers about the foster care children. The narratives elicited from the interviews are analyzed based on the various categories of concern as elucidated by Rhee et al. (2013).

This study has found that the discursive concern vary according to the levels of commitment and empathy. There are strong indications that in establishing primary responsibility for educational matters, there should be no disregard of others in dealing with the concerns and special needs of these foster care children.

THE PROFESSIONAL COMMUNICATION SKILLS LANDSCAPE OF SINGAPORE: THE CURRENT FORMS, CONTEXTS AND ENVIRONMENTS

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With communication skills expressed as one of the 21st century skills, it has become beholden of universities to adequately equip their graduates for workplace success. But, what is the landscape of professional communication in Singapore today? Seen as belonging to the outer circle as an English speaking country and having develop a variety of new Englishes, Singapore English, Singapore uses much spoken and written English in the professional workplace. This unique variety of English communication skills and its application in the Singapore workplace has produced a landscape that has rarely been studied. What then, is the exact nature of these skills in a developed status of a nation with one of the highest gross domestic product per capita in the world? Pursuing the line where the communication is understood as the ability to "articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts" and "diverse environments", this paper seeks to paint a precise picture of just what these "variety of forms and contexts" and "diverse environments" are In the Singapore context. In addition, this paper will identify what are the criteria in appraising employees with regard to communication skills. It will also identify the other soft skills such as social and intercultural, leadership, collaboration and digital literacy where English language and communication has a large part to play in. The research questions are: what are the specific forms and contexts of oral, written and nonverbal communication skills that are valued in the workplace? What are the specific criteria in appraising these forms and contexts? And what are these other soft skills where communication skills play a critical role in? The research method includes a survey and interviews with major companies. SPSS will be used to generate the frequencies and averages with Cronbach coefficients to establish reliability coefficient of the items. Focus group and individual interviews will be transcribed and using grounded theory methods to generate categories of communication skills will be conducted. As the data collection is underway, the findings and discussion will only be reported at the conference.

FORMER DES FUTURS ENSEIGNANTS DE FLE EN COLOMBIE AU TRAVERS D'UN ENVIRONNEMENT INFORMATIQUE FONDÉ SUR LA LINGUISTIQUE TEXTUELLE

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À travers cette communication nous voulons présenter un outil informatique d'aide à la formation des futurs formateurs de FLE en contexte exolingue fondé sur une approche théorique connu sous le nom de linguistique textuelle. Il s'agit d'un projet de recherche dans le domaine des EIAH (Environnements Informatiques pour l'Apprentissage Humain) et plus précisément de l'ALAO (Apprentissage de Langues Assisté par Ordinateur).

Depuis quelques décennies déjà, les outils informatiques font presque partie de notre quotidien, et le domaine de l'enseignement-apprentissage des langues ne pouvait pas être l'exception. Ces outils à visée formative ont la caractéristique essentielle d'avoir comme public référent les apprenants de langues à caractère étendu. Cela fait que certains apprenants, comme les futurs enseignants de langues, ne soient que légèrement touchés par ce type d'outils. L'outil que nous présentons ici se veut une aide à la formation de ce public et à cette fin nous l'avons conçu et pensé en fonction de ce public cible ; il devrait, à notre avis, faciliter l'apprentissage et la formation des futurs enseignants de FLE.

Notre projet est issu de deux disciplines : l'ingénierie pédagogique fondée sur des outils informatiques et la linguistique textuelle.

Du côté de la linguistique textuelle, nous cherchons à montrer de quelle manière les étudiants en formation pourraient bénéficier d'un support théorique qui vise à analyser la langue. En effet, c'est à travers l'analyse linguistique qui prend le texte comme unité d'analyse (et non la phrase) que ces étudiants en formation pourront faire des analyses dont les éléments liés à la langue cible seront étudiés en contexte.

Du côté de l'ingénierie pédagogique nous développons actuellement un outil techno-pédagogique dont les fonctionnalités et les activités sont pensées en fonction des besoins des apprenants et de leurs enseignants. Pour ce faire nous le développons en plusieurs phases :

Une première phase a consisté à recueillir des données issues des entretiens semi-directifs et des questionnaires de recherche. À partir de ceci nous avons établi un plan d'action et plusieurs tâches à mener : constitution des corpus, définition des séquences pédagogiques, définition des fonctionnalités, etc.

Grâce aux résultats issus de notre analyse nous avons pu constituer un corpus des textes visant le niveau de langue (B1 et B2 du CECR). La deuxième phase a consisté à analyser et annoter de manière automatique et manuelle (format XML) ce corpus avec comme but de l'utiliser pour faire des activités basées sur la linguistique textuelle.

La troisième phase a été la définition des séquences pédagogiques et de leur instrumentation au sein d'un système informatique qui a pour but d'être un outil d'enseignement pour les enseignants-formateurs, aussi bien en présentiel qu'en autonomie.

La quatrième et dernière phase consiste à établir les profils des utilisateurs ainsi que les tâches auxquelles ils auront accès. S'adressant à un public qui n'a pas de compétences en informatique, nous comptons de leur donner un outil ergonomique qui ne nécessite que les compétences didactiques pour programmer les activités à faire pendant les cours ou en dehors de la salle de classe.

RENCONTRES, RUPTURES ET RÉÉLABORATIONS DES SAVOIRS PROFESSIONNELS D'UN ENSEIGNANT DÉBUTANT : ANALYSE DE LEUR TRANSITION ENTRE LA FORMATION INITIALE ET L'ENTRÉE DANS LE MÉTIER

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La transition entre la formation initiale et l'insertion professionnelle constitue une période critique dans la vie professionnelle des individus. Pour les enseignants, cette transition est marquée par plusieurs changements. Il s'agit d'une étape de déplacements de rôles, de dissonances mais aussi de résonances et de réinvestissements subjectifs. Le premier contact avec le métier favorise, tant en stages qu'en début de la carrière, des situations significatives de grande importance dans l'histoire professionnelle du jeune enseignant. Selon différents auteurs (e.a. Cattonar, 2008 ; Dubar, 2010 ; Perez-Roux, 2012), l'insertion professionnelle constitue par conséquent une période qui peut conditionner le développement identitaire des enseignants.

Notre étude s'intéresse au moment où l'enseignant novice franchit le seuil de la vie professionnelle. Elle s'inscrit dans un projet de recherche plus large portant sur la construction des savoirs professionnels par des enseignants en formation initiale (FNS100019_137959). Nous nous focalisons plus particulièrement sur la place de la subjectivation des savoirs professionnels (Vanhulle, 2009) en mettant l'accent sur la configuration identitaire des enseignants débutants lors de la transition entre leur formation et l'entrée dans le métier (Mosquera, 2013). Deux questions guident notre travail : a) quelles tensions identitaires peuvent se révéler lors de la construction des savoirs professionnels dans la trajectoire des nouveaux enseignants ? Et b) comment ces deux phénomènes entrent-ils « en dialogue » au cours du passage entre la formation et le monde du travail ? Par un tel questionnement, nous visons à soulever les enjeux de la théorie et de la pratique impliqués dans la subjectivation des savoirs professionnels.

Nous nous basons sur un cadre d'inspiration interactionniste (Bronckart, 1996; Mead, 1963; 1982; Voloshinov, 1929/2010; Vygotski, 1934/1997), ainsi que sur les contributions des courants de la linguistique énonciative et de l'interaction (Kerbrat-Orechionni, 1999; 2005). Ainsi, nous abordons les aspects subjectifs de la dimension verbale –du discours des enseignants- lors de la réinscription des savoirs dans un parcours professionnel.

Pour cette communication, nous suivrons la trajectoire d'un enseignant débutant qui a suivi sa formation initiale à l'Université de Genève. Notre corpus est constitué des entretiens de stage pour cet enseignant en formation (EF) lors de sa dernière année à l'université de Genève, ainsi que des entretiens de «confrontation» tenus lors de la première année dans le métier. Nous analyserons les transcriptions de ces entretiens en nous focalisant sur l'identification et la compréhension de la subjectivation des savoirs professionnels, ainsi que sur la réélaboration de normes, valeurs et postures référées à l'enseignement. Dans une première étape, nous nous appuierons sur la grille d'indicateurs de construction des savoirs professionnels ADAP (Analyse de Discours d'Apprentissage Professionnel) (Vanhulle, 2013; à paraître). L'analyse, à partir des indicateurs de la grille, sera suivie d'un travail d'ordre interprétatif afin de situer les formes singulières de subjectivation et de comprendre les processus de construction identitaire inférables à partir des discours. Dans une perspective longitudinale, il s'agit d'entrer en dialogue avec le sens créé par l'enseignant et de saisir les formes de réinvestissement de son expérience professionnelle.

MODÉLISER L'ACTIVITÉ PROFESSIONNELLE POUR ÉLABORER DES FORMATIONS EN LANGUE INSCRITES DANS LE MONDE DU TRAVAIL : PERSPECTIVES EUROPÉENNES.

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Développer dans les pays d'accueil les compétences langagières de travailleurs migrants demande de modéliser la part langagière de l'activité professionnelle de manière suffisamment précise pour dégager les points de langue à approfondir mais aussi de façon suffisamment globale pour construire des curricula efficaces dans un temps de formation réduit.

Une revue de littérature révèle trois grands types de modélisation de l'activité professionnelle prenant en compte la dimension langagière:

Un modèle de grilles de compétences par métier, fondé sur une analyse systémique des besoins langagiers (Odysseus 2000);

Un modèle de cartes de compétences par cercles concentriques qui contextualise l'activité individuelle dans le dispositif de travail et permet de construire des programmes assurant la mobilité des personnes concernées sur la base de leur progression langagière (De Ferrari, 2008);

Un modèle à deux axes sécants qui considère le travail dans ses dimensions productive (axe horizontal) et organisationnelle (axe vertical), représenté entre autres par les travaux de Lorna Unwin sur l'apprentissage au travail (Praxis, 2011).

Concernant la conception de formations en langue, nous faisons l'hypothèse que le choix de l'une ou l'autre de ces modélisations n'est pas indifférent. Le modèle par grille amène à améliorer des compétences ponctuelles, adossées à des référentiels métiers précis. Il engendre des programmes sur objectifs spécifiques privilégiant une approche fonctionnelle du langage au travail. Le modèle par cartes privilégie une vision dynamique de l'individu au travail, pour une

promotion à un poste plus élevé ou une reconversion professionnelle. Il oriente plutôt vers des programmes réflexifs, supposant des groupes d'analyse de la pratique professionnelle. Le dernier modèle, en croix, invite à remodeler la place de travail afin de favoriser la pratique langagière dans un environnement propice à l'apprentissage, sans faire spécialement appel à des cours ni à des formations en langue.

Il importe de diffuser ces trois options possibles, afin d'élargir le répertoire didactique des enseignants et formateurs en langue devant intervenir en contexte professionnel.

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COMPÉTENCES LINGUISTIQUES, MARCHÉ ET INDUSTRIE DE LA LANGUE ARABE EN ESPAGNE : EXIGENCES ET DÉFIS

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Au cours des deux dernières décennies, en particulier les années deux mille, l'industrie linguistique de la langue arabe en Espagne a connu un développement important. Cette évolution s'expliquerait par l'arrivée de nouveaux citoyens immigrants qui mobilisent de nouvelles ressources linguistiques, et aussi par le rôle des nouveaux locuteurs issus de parents arabophones ou arabes d'origine. Le développement de l'industrie linguistique de l'arabe a été également appuyé par un discours institutionnel espagnol qui a fait valoir la nécessité d'intégrer et de renforcer la présence des capitaux culturels et identitaires dans le marché des biens symboliques (en l'occurrence linguistiques) espagnols suite aux événements du 11 mars 2004 à Madrid. Ce contexte sociopolitique et sociolinguistique, marqué aussi par les exigences de la nouvelle économie, et surtout de l'industrie de la langue et la globalisation, a fait que la compétence linguistique en arabe dans le marché linguistique espagnol ait été diversifiée. De plus, cela était à l'origine de l'émergence de nouvelles compétences communicatives.

Partant de cette constatation, l'objectif de cet article sera d'analyser le modèle de compétence linguistique développé dans le milieu universitaire, en particulier dans les classes où l'arabe est enseigné comme langue étrangère. En guise d'hypothèse de lecture, nous verrons dans quelle mesure ce modèle mis en œuvre dans l'université espagnole répond aux demandes, aux exigences et aux dynamiques de transformation de la compétence linguistique en langue arabe au sein de l'industrie de la langue. Nous aborderons la question du point de vue des étudiants, ces futurs professionnels considérés comme parole d'œuvre (Duchêne 2007, 2009, 2013) ; dans quelle mesure seraient-ils obligés de développer et d'acquérir des compétences requises par le marché de l'industrie de la

langue arabe soit dans des contextes de bi- ou multilinguisme, où la langue arabe est pratiquée, soit dans un espace formel d'enseignement des langues.

Pour sa contextualisation, notre analyse prend appui, d'une part sur des données recueillies à partir d'un travail de terrain sur les compétences linguistiques requises par les entreprises et les institutions spécialisées dans l'industrie linguistique de l'arabe à Madrid ; nous faisons nôtre l'assertion que l'industrie de la langue comprend tous les services qui utilisent la langue et ses différentes variétés linguistiques pour la production et le développement de produits pour le marché, dans différents secteurs. D'autre part, nous analyserons des entretiens semi-ouverts et des enquêtes tant qualitatives que quantitatives portant sur les compétences linguistiques d'étudiants-participants qui appartiennent à deux branches d'études arabes dans deux universités à Madrid.

Dans son volet théorique, cette communication s'articule autour la notion de capital linguistique de Bourdieu (1982), ainsi que de la notion de compétence linguistique comprise comme ressource mise en action, socialement construite et contextualisée dans la mesure où elle est dynamique et indissociable d'autres compétences (Pekarek Doehler 2008) . Nous utiliserons également la notion de langue considérée comme ressource dans un modèle pragmatique de la communication (Heller 2010) et insérée dans une sociolinguistique de la globalisation. Nous inscrirons notre analyse dans un cadre méthodologique qui combine l'approche sociolinguistique critique et l'analyse du discours considérée dans son volet socio-discursif en particulier.

THE INTERACTIONAL ASPECT IN THE PHYSIOTHERAPIST-APHASIC PATIENT RELATIONSHIP: LINGUISTIC CONTRIBUTIONS TO THE PHYSIOTHERAPY FIELD

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Being a symbolic system, the language faculty allows the human being represent and experience the world as well as communicate his thoughts. It also allows him, through (non)verbal interactions, act on the environment and on the Other, establishing himself as Subject in the language. Alterations in this faculty can affect the individual's social interactions causing him even the possibility of emotional problems that can also be extended to the people who are part of his social circle. Being so, aphasias represent one of the most frequent causes of language disorders arising mainly from cerebrovascular accident (CVA). In this context, Neurolinguistics provides pragmatic, conversational and discursive bases to investigate, among the various items on its agenda, the aphasic subject's competence to speak and use language. Given the close relationship between the aphasic patient and the physiotherapist, the Neurofunctional Physiotherapy can make use of the Neurolinguistics studies to optimize its contribution to the interdisciplinary therapeutic process, since, in many cases, the therapist's difficulties in understanding the aphasic person's speech may represent a barrier to the treatment. This way, we assume that a successful therapist-patient interaction has significant influence on the global rehabilitation of the patient, that is, there might be more chances of satisfactory results. Thus, the objective of this study is to analyze whether the most recent studies published in the field of Physiotherapy also bother to investigate the interactional aspect of the therapist-patient relationship and the impact of such interaction in the treatment. To achieve the goal, based on the criteria: period of publication of the studies, the language in which they were written and their reliability, a systematic literature review was done, being Scielo, BIREME, Lilacs, PEdro and other databases the source of our corpus. We hope, therefore, using Linguistics support, to contribute to the studies of Rehabilitation Sciences, since interaction provides the maintenance of a good interpersonal relationship what may increase the patient's adherence to the therapy.

SELF EXCLUSION AND INHIBITION TOWARDS THE OTHER'S LANGUAGE

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As an English teacher working for a Brazilian public school, I realized that students do not place great weight on their English classes. Some of the reasons - also pointed out in previous studies such as Garcia's (2009) and Cavallari's (2010) - for students' lack of motivation was the students' belief that schools, as a whole, do not focus on speaking skills which is, in their opinions, the only skill that will make the difference in their lives. However, while trying to develop their oral competency or production during the classes, I faced some students' resistance to speaking the language. This controversial resistance triggered this study which aims at investigating and understanding students' constant conflict, i.e., even though they want to learn English due to its importance worldwide, they actually seem not to "desire" this foreign language (English) in a way that it will definitely affect their subjective position as learners. This study was based on The French Theory of Discourse Analysis and some Lacanian psychoanalytical concepts which have shown to be of great value to understand what makes students get inhibited and, consequently, exclude themselves from the process of learning English as a second language. Students' responses to oral activities, their comments on the learning process, as well as their answers to a written questionnaire were used as research material. By finding and exploring regularities and repetitions in the research material, we were able to unveil and deconstruct some self-exclusion mechanisms which may inhibit students and prevent them from learning and speaking the language. Finally, this work aims at contributing to a meaningful teaching at public schools by enabling a better understanding of students' sense of self-exclusion and inhibition towards the language that, apparently, is not supposed to belong to them.

FROM ENTRY PROPOSALS TO A JOINT STATEMENT: PRACTICES OF SHARED TEXT PRODUCTION IN PROFESSIONAL INTERACTION

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Acting around texts is an inherent component of institutional and professional settings. For example the members of work communities do not only read but also produce various written materials – reports, plans and records – as a part of their duties. These kinds of text documents are often constructed in face-to-face interaction as a collaborative accomplishment between the participants, so that the text is born step-by-step as the conversation around it unfolds. In this study, my aim is to shed light on this reciprocal relationship between written texts and spoken interaction and to examine what kinds of interactional structures are used to manage shared text construction, and on the other hand, how do these structures affect the emerging text.

In earlier studies, the practices of interactional text production have received little attention. They have been previously investigated by Komter (2006, 2012) and Samra-Fredericks (2010), both of whom examine dyadic conversations. The data used in this study differs from these in as much as it is multiparty interaction, involving a work group of approximately 20 people and a facilitator who leads the conversation. The data come from a videotaped series of meetings, in which the participants plan a new model for the service sector of a municipality. In the encounter in focus here, the participants compose a public statement concerning the city's customer services. The text under construction is projected on the screen, being visually available to all the meeting attendants, and the facilitator makes changes to it during the course of the meeting.

In my presentation, I will analyze two recurrent social actions through which the shared text construction is accomplished. In the first one the group members make proposals of the entries that should be included in the text, and in the second one

the facilitator formulates a final entry that is based on the preceding proposals. Using ethnomethodological conversation analysis as a method, I will investigate the sequential placement and formation of these actions, focusing on the question on how they enable joint text production and simultaneously create diverse opportunities for participation for different meeting attendants. As for the proposals, I will show how the speakers tie their proposals to the text by incorporating spoken punctuation marks, metalinguistic explanations and various deictic elements in them. I will discuss how these practices facilitate real-time writing and reflect what kind of linguistic competence they require from the participants. With the formulations, I will show how they are used to recontextualize the shared view of the group members and to emphasize their voice in the text. I will discuss how this makes their organizational identity as city employees visible and establishes a shared will, needed for committing them to ongoing organizational change.

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LISTENING AT WORK – EXPATS' EXPERIENCES WITH UNDERSTANDING DANISH

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The aim of my study is to discuss adult language learning in the age of globalization (Coupland 2010, Block 2010) when expats move from one country to another because of their job. I investigate expats' investment (Norton 2000) in learning Danish as a second language by focusing on their listening comprehension while working in a Danish company. Even though most companies in Denmark have English as corporate language many expats still express the need to know more Danish (The Expat Study 2010). Meetings and official events might be in English but coffee and lunch breaks are often in Danish.

Listening comprehension has primarily been investigated in classroom situations focusing on cognitive processes and strategies (e.g. Rost 2010) not including the social contexts of the learners. I, therefore, use a more sociolinguistic approach (Holmes & Stubbe 2003) by focusing on the situations at work where the expats' listen to Danish in order to find out and describe what listening problems they might experience. Listening in real life situations at work seems to require various listening, learning and communication strategies (Vandergrift 2006, Færch og Kasper 1983) that expats would benefit from learning when working in Denmark.

My study is a multiple case study (Stake 2005, Duff 2007) of expatriates working in a large international company in Denmark. I use various qualitative methods such as interviews, self-recordings, observations, think-a-louds and stimulated recalls from different linguistic and methodological traditions to grasp diverse aspects of listening in a second language. In this paper I use data from one case study to discuss how this expat handles listening problems in different situations at work. I use his own descriptions of himself and his experiences with learning Danish to analyze what strategies he uses for understanding Danish. In this way the autobiographical part of the data collection contributes to understanding the learner's actions.

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STUDENT-TEACHERS AS CURATORS: FOSTERING PROFESSIONAL IDENTITY THROUGH SOCIAL NETWORKING TOOLS

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Teacher Education programs are spaces not only for competence and skills development but also for identity construction through the engagement of student teachers with activities, relationships, and language practices. As language plays a crucial role in most human activities, an understanding of how it shapes and is shaped by different activities is of utmost importance. The purpose of this paper is to present the results of a study that investigated the insertion of social networking tools in a language teacher education program in the South of Brazil. As part of the activities of the course Teaching English at Basic Education (TEBE) a Facebook group was created with the purpose of fostering prospective teachers' professional identity. With the support of the metaphor of "curators", student-teachers were invited to select and post contents related to English language teaching. The theoretical frameworks of Activity Theory and Critical Discourse Analysis will be associated to demonstrate that the group worked as a boundary crossing object and therefore can be considered a professional development activity. Activity Theory can be used as the lens to describe and analyze any kind of human activity, including learning activities in institutional contexts. This framework reinforces the assumption that learning in institutional contexts takes place horizontally in boundary crossing attempts, among groups of the same institution, among professionals and clients, and so on. Moreover, there are boundary crossing objects that serve as mediators for learning as they can mobilize resources people bring to solve problems. The development of the professional identity in the context of a teacher education program involves crossing the boundary of different roles: student and teacher, among others. It is assumed that this movement is evidenced in the linguistic choices participants make that meet the ideational, interpersonal and textual functions of language. In other words, these linguistic choices materialize what people say, the relationships they establish with others and their capacity to produce texts in context. It is through the analysis of the ideational, interpersonal and textual functions of the interactions in the Facebook TEBE group that the development of their professional identity will be discussed.

TOUCHING THE "UNTOUCHABLE" IN A WOMEN'S HEALTH HELPLINE: CALL TAKERS' TRANSFORMATION OF INSTITUTIONAL GUIDELINES WHEN ASKING CALLERS ABOUT THEIR SEXUAL ORIENTATION AND ITS CONSEQUENCES TO THE INTERACTION

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This paper draws from a larger study set out to investigate interactions between call takers at a Brazilian governmental toll free health helpline (Disque Saúde) and women that seek the service and which was interested in understanding how macro-level issues of morality emerge and are dealt with in and through the micro-level of interaction in women's health. The larger data set from which this investigation derives comprise 126 audio-recorded interactions that took place during incursions at the Disque Saúde call center in Brasília (Brazil), and information about the institution's working guidelines, which are here taken as institutional

Stocks of Interactional Knowledge (SIKs) (Peräkylä; Vehviläinen, 2003). The recorded interactions were transcribed according to conventions proposed by Jefferson (1984).

The current study takes Garfinkel's claim (1967) that it is part of the analysts' task to show how the interactants' production of their everyday activities is actually informed by certain categorizations and how the interactants show to be oriented to such categorizations (Speer; Stokoe, 2010). In this paper in particular I scrutinize, by means of conversation analytical methods (Sacks, 1992; Sacks, Schegloff, Jefferson, 1974), the final moments of those phone calls, more specifically, when the institutional representative (here treated as call taker) asks some demographic questions from the caller, among which, the caller's sexual orientation.

The analysis proposed here is twofold. Firstly, this paper investigates how institutional guidelines are actualized by the institutional representatives (i.e. call takers) so as to undertake the task at hand – in this case, to ask the callers about their sexual orientation. In order to do so, it analyzes the particular transformations the call takers make when actualizing the institutional guidelines for asking such a question. Secondly, the paper investigates how heteronormativity – which is normally taken as a «pre-discursive» and a macro-level concept – emerges in this data as a very «palpable» and actively operating concept in and through naturally occurring conversations.

The analysis shows that inquiring and answering about sexual orientation in these interactions are «delicate» actions (Peräkylä, 1995) or «troubles-talk» (Jefferson, 1988) to both call takers and callers. Callers clearly change the pattern of their answers when compared to their answers to previously asked questions, such as education and income, which are normally formed two-turn sequences. The question-answer sequence about sexual orientation differs from those as it tends to be quite extended and to present a number of repair sequences. The investigation of the data also reveals that the call takers, in order to deal with their own difficulties in asking callers about their sexual orientation, modify the institutional guidelines by transforming what was originally an open question (a what-question: e.g., «What is your sexual orientation?») into a polar-question («Are you a heterosexual?»). The sequential examination of the trajectories the interactions take from that point on, in particular, the participants' resolution of problems of intersubjectivity, is able to reveal both the (possibly demaging) consequences of the transformations undertaken by the call takers in the format of the questions as well as naturalized and heteronormative understandings about gender and sexuality.

MEANING NEGOTIATION AND CONSTRUCTION OF MORAL INFERENCES IN DEBATES OVER NORMATIVE TEXTS

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The process of enacting legal norms involves activities wherein discussion about the meaning of a given textualization of those norms is key to the negotiation of its approval (or rejection). However, there is still little work on both the fields of law and discourse analysis concerning the way in which normative texts are produced. Aiming to fill this gap, this paper examines the debate over the textualization of one of the articles (i. e.: norms) of the project (bill) of one of the thematic committees of the first phase of the last Brazilian Constitutional Assembly (1987-88). In the light of studies of accounts and accounting practices in discourse, we analyze how the constituents (the name whereby Member of the Parliament are called in this activity) criticize/reject and justify/support given textualizations of norms using the construction of morally-filled inferences about the meaning attributed to these textualizations. The data stems from lay official transcripts of the turns of talk of constituents in one meeting of the debate activity of the Comissão

da Soberania e dos Direitos e Garantias do Homem e da Mulher (Committee on Sovereignty and Rights and Guarantees of Men and Women), where a normative text about sexual orientation is discussed. Our main finding is that the mechanisms of meaning negotiation are oriented by the discursive invocation and construction of different moralities. This moralities functions both to justify a given position about the textualization of the norm (and, by implication, to criticize the alternate view), and to call for adherence to the position-thus-justified.

EMERGENCE, CONTINUITY AND CHANGE OF PROFESSIONAL AGENCY AMIDST IDENTITY COACHING PROGRAMME

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This paper addresses the emergence of professional agency amidst an Identity Coaching Programme implemented in educational context. Justification for the need of exercising professional agency derives from the various challenges in today's working life. As in many work organizations, also the professionals in educational organizations face various challenges emerging from the tightened accountability, drives for cost-effectiveness, structural reforms and pressure to increase productivity. As a consequence the organizations are expected to develop their work cultures, processes, and structures (Lindblad & Goodson, 2011; Tynjälä, 2013). For the individuals these create pressure to develop work practices and to (re)negotiate their professional identities (Eteläpelto, Hökkä, Vähäsantanen & Paloniemi, 2013; Hökkä & Eteläpelto 2014; Paloniemi & Collin, 2012). In meeting these current challenges for professional learning, the exercise of professional agency is needed (Billett, 2011). Our standpoint on professional agency is informed by a subject-centred socio-cultural notion (Eteläpelto et al., 2013), underlining both the subjects and the conditions at work and work community. We define professional agency as individuals and/or communities exerting influence, making choices, and taking stances concerning work practices, work community and professional identities. Our aim here is to study academics' professional agency in a context of an Identity Coaching Programme. Through focusing on the participants' expressions of relations between work and themselves we trace the emergence, continuity and change of academics' professional agency in the course of the Programme.

The ten academics studied here participated in six workshops (3-4 hours/each) over a period of six months in 2012. The programme aimed to support the subjects' professional identity reshaping and professional agency through small-group training and action-based working methods. The data utilized here includes pre- and post-interviews of the participants and selected video-recordings from the workshops. Narrative (e.g. Riessman, 2008) and thematic analysis (e.g. Brown & Clarke, 2006) were used to identify different types of narrative pathways and to illustrate the variations between the academics, from the viewpoint of their professional agency.

The findings reveal that the participants' professional agency was subjected to different areas: i) professional identity, ii) work community positioning, iii) personal life, and iv) professional learning and development. Further, various continuities and changes in professional agency amidst the Identity Coaching Programme are demonstrated through the narrative pathways of the participants. Both the individual interpretations concerning the relations between self and work and the shared meanings constructed with the colleagues turned out to be of importance in the individual narratives. In the presentation we will describe three narrative pathways illustrating the emergence, continuity and change of professional agency of the participating academics. Generally, the findings reveal individuals' need for time and dialogical, shared spaces for dealing with questions concerning the relations between work, identity and agen-

cy. The findings will give insights in how individual agency might be supported and promoted in the pressures of tightened requirements in working life through an intervention programme.

FOREIGN LANGUAGE TEACHER EDUCATION IN BRAZIL: A MULTIMODAL STUDY IN THE AMAZON REGION

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Digital Technological changes have transformed the way we communicate and establish our relationships, not just a technological leap, but they modify the way we make meaning and also the means and resources used, requiring significant changes in the educational scenario. Therefore, concerns about teaching and learning foreign languages are raised and discussed through that perspective, and from them this study aims at providing inquiry / reflection on the way pre service teachers (re)signify values of new theories of literacy (Snyder, Kress, 2000), multiliteracies (Cope and Kalantzis, 2000) and critical education (Lankashear and Knobel, 1997; Monte Mor 2009, Menezes De Souza and Monte Mor, 2006) (re) constructing their identities, and integrating such social, cognitive and technological changes on their praxis, since technologies are used to enlarge and/or create new possibilities (Warschauer, 2002). Considering that multiliteracies emphasize variations of language use in different social and cultural contexts and multimodal communication, especially when it comes to using new media which have become part in our daily lives (Cope and Kalantzis, 2000), giving new meaning to education on the sociocultural, cognitive and technological changes . Moreover, according to Kress and van Leuween (1996), new multimodal literacy recognize the multiplicity of meanings that combine several modes (visual, textual, audio, motion etc.) as well as their social contexts. This study was held with undergraduate students of a Letters course at the Federal University of Roraima in Brazil, in a state located in the border with two countries - Venezuela and Guyana, through the analysis of blogs constructed to discuss language teaching and the way they dealt with the use of technology, showing how they make meaning and (re)signify theories discussed during the Applied Linguistics module and also narrate their experiences about foreign language teaching and learning in that context.

« IT WASN'T REALLY ALL THAT SPECIAL, I'M USED TO BEING AROUND GUYS » : APPLYING MEMBERSHIP CATEGORIZATION ANALYSIS TO UNCOVER GENDERED ASSUMPTIONS IN THE CONTEXT OF INTERVIEWS WITH FEMALE AND MALE WAR VETERANS

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At present, women serve in 95 percent of all American Army occupations and make up about 15.7 percent of the Active Army (http://www.army.mil/women/). In fact, various measures have been taken (e.g., the recent lifting of the ban on women serving in military combat roles) in the form of regulations and policies to advance women's position in the military. It is claimed, however, that the broader ideology of masculinity prevalent in the institution is much more effective in constraining women's participation than either specific institutional or interpersonal limitations (Carreiras 2006). Walsh (2001) for instance, claims that women's entry to masculinist institutions may lead to "an intensification of sexism and the creation of new exclusionary practices" (Cameron 2006: 17).

This paper, drawing on the methodological frameworks of membership categorization analysis and conversation analysis, aims to expose some of the gendered assumptions prevalent in the army context preventing female soldiers from full and authentic

integration into the professional setting of the military. To this end selected interviews with American female and male war veterans taken from the Veterans History Project (run by the Library of Congress) are scrutinized. The interviewers for the Project are non-professional researchers whose questions and communicative behavior in general tend to represent the normative voice of society.

Following Seale (1998), interview is approached here as «reflecting reality jointly constructed by the interviewee and interviewer» in the local interactional context (Rapley 2001: 304) and identity work performed by the participants is understood as central in this approach.

The analysis shows how interviewers' questions (and the categories explicitly/implicitly invoked in them) are vital to producing interviewees' talk (cf. Baker 1984; 1997) and in particular it focuses on the use of the category of gender along with its inferences and category-bound activities as produced in specific sequences of the interactions under scrutiny (see Stokoe 2012)

In the analyzed interviews, the female and male soldiers were asked to account for the categorization used (see Rapley 2001) and/or the category-bound activities as applicable to the army operations. The paper discusses how the female and male war veterans negotiated (or not) the proffered category-bound activities and predicates balancing at the same time the goals of the Project and their lived authentic experiences of an army member in the situated context of the interview.

By applying membership categorization analysis we can access certain commonsensical knowledge, cultural assumptions and normative expectations concerning the salience of the category of gender in the military context as invoked, oriented to and negotiated by interviewers and interviewees. A great deal of this knowledge reflects deeply ingrained stereotypes that can be exposed in communicative practices.

Membership categorization analysis allows to unpack people's reality analysis (Hester and Francis 1997) and in the analyzed context it enables us to capture certain insidious gendered assumptions which have serious consequences for the professional development of female soldiers and for the military as an institution in general.

GENDERED DISCOURSES IN THE POLISH EFL CLASSROOM: IMPLICATIONS FOR TEACHERS' TRAINING AND PRACTICE

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Schools in general and EFL classes in particular are not entirely responsible for teaching boys and girls their gender-differentiated social roles. Yet through curricular choices and various forms of classroom interactions they are in fact able to reinforce, for instance, the subordinate role of girls and women and the dominant role of boys and men (Freeman and McElhinny 1996: 261). Learning English productively and receptively – among other things – is learning to conceptualize the world in a gendered way, it can also involve learning (or relearning) a gendered discourse role (Sunderland 1994: 7). Education as an institution constructs and regulates gendered identities (Jones 2006), typically endorsing hegemonic gendered identities and heteronormativity.

This paper looks into the context of the Polish EFL classroom to discuss how various gendered discourses emerge in the EFL classroom interactions and whether – and if so how – they are interactionally negotiated by teachers and students. The data for this project (British Council-funded project entitled «Investigating gender and sexuality in the ESL classroom: Raising publishers', teachers' and students' awareness») were recorded at Polish state-run schools at the primary, middle and secondary levels and collected by means of ethnography. The collected data are interpreted with insights of critical discourse analysis (see Rogers 2011) as well as critical pedagogies (Norton and Tooney 2003; Bonny 2008; Monchinski 2008) and queer linguistics

(Motschenbacher 2011; Nelson 2007). The vital position of teacher in dealing with 'gender critical points' (Sunderland et al. 2002) is particularly highlighted.

The analysis shows how teacher's role emerges as crucial in dealing with issues of gender as he or she remains very much in charge of how texts and produced discourses are treated. He or she further facilitates (particular) classroom discussion topics with the power to endorse some views as well as refute/repress others. Consequently teacher's discourse and discourse management during classroom interactions have enormous potential for promoting or not certain gendered discourses and gender relations leading to (dis-)empowerment of students. The analysis also shows how gender and 'gendered' permeate the EFL context despite teachers' oft-quoted disregard for these issues (see Linke 2007).

Critical pedagogies and queer pedagogies are discussed as offering potent insights and tools to deal with heteronormativity and various forms of discrimination in the EFL classroom. Guidelines for teachers' training and practice concerning mediation of gendered discourses in the EFL classroom interactions will be offered.

DES SAVOIRS PROFESSIONNELS AUX TRACES D'IDENTISATION DANS LES RÉCITS DE TRAJECTOIRE

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En deuxième année de formation à l'Institut Universitaire de Formation des Enseignants (IUFE) à Genève, les étudiants en formation (EEF) inscrits en master de formation spécialisée à l'enseignement secondaire et enseignant à mi-temps dans un établissement rédigent un Dossier de Développement Professionnel (DDP). La pièce maîtresse en est un récit de trajectoire dans lequel l'EEF retrace son parcours de formation dans une perspective réflexive (Demoulin, 2010; Vanhulle, 2009). Il met en évidence les savoirs professionnels qu'il a construits dans le cadre universitaire et sur le terrain. Ceux-ci gravitent autour de quatre axes: transmission des connaissances, gestion de la classe, inscription dans un collectif de travail, rapport aux acteurs, construction du soi professionnel; axes reconnus par plusieurs chercheurs, spécialisés dans l'étude du développement professionnel, comme piliers structurant tout type de texte réflexif (Vanhulle, 2009).

Nous postulons que l'écriture représente un outil de connaissance favorisant un retour investigateur sur le vécu professionnel (Vanhulle, 2009). Elle fonctionne comme un révélateur des préoccupations qui habitent l'EEF à son entrée dans la profession, des tensions qui le traversent dans sa pratique professionnelle, des émotions qui émergent dans une situation difficile. Elle aide ainsi l'EEF à dire les savoirs professionnels qu'il pense avoir construits et à cerner son soi professionnel tel qu'il le perçoit.

Dans l'élaboration de son récit de formation, l'EEF suit trois étapes rendant compte d'une trajectoire restituée en JE. Premièrement, il pose une situation qui le questionne et qu'il illustre à l'aide de traces; l'écriture présente ici un caractère descriptif. Deuxièmement, l'EEF procède à l'analyse de cette situation questionnante; l'écriture devient alors l'instrument d'exploration qui permet de la décortiquer et de dévoiler les enjeux qu'elle comporte. Troisièmement, l'EEF passe à son interprétation; l'écriture revêt alors une fonction herméneutique (Bollack, 2013; Vanhulle, 2009; Wismann, 2012).

Dans notre recherche, nous dressons une cartographie de 30 DDP(environ 120 micro-récits), de disciplines d'enseignement variées. Nous cernons les préoccupations décrites par les enseignants novices dans les situations questionnantes. Nous nous penchons sur les ressources mobilisées par les EEF pour remédier à ces situations, qu'elles soient issues du terrain ou de la recherche. Ensuite, nous dégageons les thématiques apparaissant de façon récurrente dans les situations à l'aide de mots-clés et nous indiquons les interactions qui se manifestent entre elles. Enfin, nous avons élaboré une grille dans laquelle nous déclinons les quatre axes en descripteurs. En conclusion, nous montrons l'impact des situations questionnantes issues du terrain pour la formation initiale et, dans

l'analyse qu'en font les EEF, l'émergence de certains savoirs professionnels mais aussi les difficultés de la construction identitaire.

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STUDENTS' ARGUMENTATION AND ENGAGEMENT IN EXPLORATORY TALK: A COMPARATIVE CASE STUDY

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Topic

Recent literature raises the role of argumentation among students for learning (e.g. Andriessen et al., 2003; Driver et al., 2000; Erduran & Jiménez-Aleixandre, 2007) and the need for didactical developments on how to address socio-scientific issues (SSI), social controversies involving techno-scientific knowledge as well as values, emotions and interests (e.g Albe, 2006; Gayford, 2002; Kolsto, 2001; Simonneaux & Simonneaux, 2009; Zeidler et al., 2005). Nevertheless, little is known about how to assess the quality of student debates on SSI. Out of the factors claimed to be influencing the quality of such debates, the nature of students' interactions is to be considered (e.g. Mercer, 1996; Albe, 2006). Our work aims at better understanding this interactional factor.

Theoretical Orientations

Mercer assumes that «quality as a social mode of thinking» (1996: 359) is visible through some patterns of students' talk. Based on empirical studies, he characterized an especially efficient way of group reasoning, exploratory talk. He distinguished it from two other types of talk of less educational value: disputational and cumulative talk. These 3 types of talk are related to 3 types of recognition the students might expect, corresponding to whether they base their self-identity on individual or group achievement.

We refer to these different attitudes toward self-identity as «competitive footing» in the case of disputational talk, «consensual footing» in the case of cumulative talk, and «constructively-critical footing» in the case of exploratory talk, the term «footing» coming from Goffman's analysis of talk (1981).

Empirical Field

The pedagogical situation is a «scientific café» about drinking water management, co-designed with a French non-profit specialized in informal science education. It was implemented and videotaped in Mexico, the US and France. This comparative case study is based on 2 cafés held at high school level in May 2012, in Wisconsin (USA) and in France.

The students are in groups of 3 or 4 around a table. The activity alternates quiz and basic information on the topic (drinking water management) and SSI-type debates. During SSI-debates, the students must discuss at their table and chose one answer for the group, which is made public, giving a start to the debate at the class-level.

Main results

We refined Mercer's typology into 5 indicators of the quality of students' joint activity: whether assertions and refutations are justified, whether the students elaborate on the argumentative content of previous turns, whether they critically evaluate each others' arguments, whether they take everybody into account when making the decision for the collective vote, whether a particular students' talk during the following large group debate integrated the rest of the group's

counter argumentation or only voice his own initial viewpoint.

This case study focuses the effect of attitude toward self-identity on students' engagement into certain type of talk. It shows that the boundaries between those 3 categories are not hermetic and that different levels of analysis are relevant for assessing students' argumentation. Actually, students' footing is not necessarily the same during a whole interaction and may change according to local interactional aims.

LES PRATIQUES D'ENSEIGNEMENT DE L'ÉCRITURE D'ENSEIGNANTS BRÉSILIENS: UNE RECHERCHE-INTERVENTION

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La situation de l'enseignement de l'écriture au Brésil a changé récemment de façon significative, tout comme l'ensemble de l'éducation, puisque l'accès est maintenant universel aux niveaux secondaire et universitaire. Toutefois, l'éducation semble continuer de connaître de sérieux problèmes au niveau de la qualité, de l'égalité et quant à l'utilisation adéquate des ressources (Brock et Schwartzman, 2004). Elle demeure toutefois problématique selon une étude réalisée par le Ministério de Educação e Cultura (1999), à laquelle ont participé des bureaux d'éducation de divers états brésiliens et qui conclut que dans l'échantillonnage des 17 814 enseignants qui pratiquent dans la région Nord-Este, 10,5 % d'entre eux n'ont pas de formation spécifique pour enseigner la langue. Par ailleurs, 50 % des élèves échouent au concours vestibular et aussi au ENEM qui vérifie la qualité de textes écrits pour l'admission à l'université. Brock et Schwartzman (2004) affirment qu'un grand nombre d'élèves terminent leurs études sans avoir appris à lire et à écrire. Oliveira et Schwartzman (2002, cité par Schwartzman, 2004) précisent que le plus grand problème en éducation vient peut-être de l'insuffisance de la formation initiale des enseignants. Notre présentation a pour but de décrire et d'analyser les pratiques de l'enseignement de l'écriture au secondaire, a fin de proposer des changements conséquents. Nous présenterons des résultats de notre recherche menée dans quelques écoles publiques de l'état de Bahia, au Brésil pour décrire les pratiques d'enseignement de l'écriture. Afin de mieux connaître ces pratiques, nous avons procédé à l'administration d'un questionnaire à choix multiples auprès de quatre enseignants pour déterminer leurs pratiques de l'enseignement de l'écriture, ainsi que faire des observations des cours de l'écriture pendant cinq mois L'analyse des pratiques des enseignants en lien avec les représentations pédagogiques. Dans ce contexte, l'objectif de cette présentation est de décrire les pratiques d'enseignement de l'écriture des enseignants brésiliens et de soulever le problème de la formation de ces enseignants. Dans cette perspective, on présentera les résultats de nos recherches, mettant ainsi en perspective les paradoxes du système éducatif dans cette région. Nous pourrions préciser que les enseignants ne semblent pas comprendre la nécessité d'expliquer aux élèves le processus d'écriture et de leur enseigner de stratégies efficaces pour écrire des textes. L'absence de formation adéquate des enseignants ainsi que les piètres conditions d'enseignement expliquent en partie cette situation. Après la présentation des résultats de la phase d'observation, nous présenterons, également, les stratégies ainsi que les résultats de notre expérience étant enseignant et chercheuse au sujet de l'écriture auprès de mes étudiants, soit pendant mes cours à l'université, soit les résultats de nos chercherches pour mieux contribuer au changement de la situation caotique de l'enseignement de l'écriture.

A THEORY AND PRACTICE-DRIVEN TEMPLATE FOR ENHANCING EMPATHIC COMMUNICATION IN PROFESSIONAL PRACTICE

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Empathy is an essential component of quality care and increasingly more private companies recognise its value in customer care and have introduced relevant training. However, in many public service contexts in which resources are scarcer, service providers are still ill-equipped to deal with customers' demands and complaints. This may lead to work-related stress and further complaints.

This paper draws on research on the linguistic expression of empathy in clinician-patient communication (Pounds, 2011) and in everyday communication (unpublished research trial undertaken by Pounds, Salter, Pratt and Bryant, 2012-13) to outline a template that may be used to assess and enhance empathic communication in a number of different professional contexts.

In the first part, the paper briefly explains how the initial research drew on the SFL-based Appraisal System (Martin and White, 2005) and existing consultation training material for medical professionals (e.g. Silverman et al, 2005) to develop a theoretical framework, capturing linguistic expressions of empathy in the clinical context. The framework combines discourse analytical, conversation analytical and pragmatic categories and identifies the main components of empathic expression from the clinicians' perspective as: eliciting, acknowledging and accepting patients' feelings and views (EAA).

In the second part, the paper outlines how these insights were applied to assessing empathic expression in the context of everyday communication. This was achieved by creating discourse completion questionnaires based on the EAA criteria and asking 58 student volunteers to rate potential responses to given cues in order of suitability. The findings from the questionnaires confirmed the viability of the application and produced further understanding of verbal emphatic expression.

In the third and main part, it is illustrated how this research provides the basis for the development of a general template that may be used to design:

a) Context-specific empathy tests to inform recruitment of service providers expected to communicate empathetically with service users, particularly over the phone or online (where the communication relies more on verbal means than in face-to-face exchanges).
b) Training packages aimed at enhancing service providers' empathetic communication skills.

It is emphasised and explained how the successful design and implementation of the tests and training would depend on close collaboration with and input from the service providers themselves.

In the template the main components of empathic expression are generalised to: listening, acknowledging, accepting and praising (LAAP).

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THE DEVELOPMENT OF PROFESSIONAL LANGUAGE SKILLS THROUGH AN ICT-BASED INTERNATIONAL COLLABORATIVE PROJECT

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In the context of the Cnam, a French higher education institution dedicated to adult lifelong learning, an innovative blended course in "Professional English" was set up during the first term of the 2013-2014 academic year. This course aimed at developing the language skills of adult learners in the domain of "Professional English" through

inter-related activities of classroom instruction and the "INOCoBS international project". This project, titled INOCoBS for "INternational Online Collaboration on Business Scenarios" was based on international telecollaboration between learners of "Professional and Business English" in France (16 adult learners) and in Taiwan (20 student learners). The learners of the two countries were grouped into small bi-national teams and given the task of co-creating a scenario of professional or business life through the use of telecollaboration tools such as Adobe-Connect (for oral interactions) or Editorially (for co-writing). Our study is related to the topics of "Information and Communication Technologies (ICT) in professional education" and "Language and reflexivity in professional education". The main elements of its theoretical framework are the epistemological stance of "complexity" (Morin 1990), the theories of dynamic systems as applied to language development (Larsen-Freeman 2008), the theory of didactic ergonomics in second language distance learning (Bertin et al. 2010) and the concept of "pedagogy of creativity" analysed by Puozzo Capron (2012). Creativity and reflexivity were used as the two central leverages of the learning processes in the implementation of this innovative course. The simulation of professional practise was at the core of the constant interactions between creative processes and reflexive processes, each influencing and being influenced by the other. This recursivity, central to the dynamic system thus created, was designed as the "pedagogical engine" of this course. The necessity to take decisions in order to create the scenarios was closely linked to the constant readjustments emerging from the reflexion triggered by these decisions and fed by the contents of the instructional phases, complemented by the learners' own discoveries. The data gathered between November 2013 and February 2014 are multimodal recordings of online sessions between members of a team participating to the project, written outputs (versions of the scenarios) produced collaboratively by this team, and results of online surveys completed by all participants. They provide a detailed view on the evolutions of the oral interactions between team members, on the texts thus produced and on the representations of the participants. We hypothesize that the dual-process movement thus started will initiate a "virtuous circle" facilitating the development of professional and language skills in the domain of "Professional English", thus leading to a positive impact on the views learners have on their capacities to use English in a professional context. The diachronic analysis of the recordings and texts of some team members, supplemented by the synchronic analysis of survey results will be used to test the degree of validation of this hypothesis.

ASSESSMENT IN ENGLISH LANGUAGE HIGHER EDUCATION COURSES: A LOOK INTO THE CLASSROOM

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Considering that assessment is part of the teaching-learning process, that assessment practices can help trigger (teacher) professional development as it is a cultural artefact that can be transformed into an instrument for didactic intervention, and that language plays a crucial role in the human development, in collective activities in social formations and in formative and human-changing mediations (BAKHTIN, 2006; BRONCKART, 1999/2009), this presentation will focus on the outcomes of a one-year project (Aug 2013 – July 2014) whose objective was to investigate the teaching-learning assessment of the English language in the higher education context, more specifically in two courses: BA in Translation and Teacher Education. The investigation focused on: (1) the knowledge and understanding of the historical development of English language assessment in Brazil and in the world; (2) the nature of the assessment practices employed in the courses; and (3) the impact of such practices on students' learning and development. The impact of assessment practices is technically known as washback effect (ALDERSON; WALL, 1993; CHENG ET AL, 2004). It is often considered as a mechanism

of control, as tests or exams have the power of affecting people's lives in several ways (SHOHAMY, 2001; 2005). To achieve the above objectives, the methodology included literature review, document analysis, questionnaires and interviews to be applied to both professors and students. Due to the importance and relevance of assessment in the academic scenario, this project was designed to investigate such aspects so as to gather elements that can shed light on current practices and point to ways to improve them and make them, by means of language, truly indissociable of the teaching-learning process and effective instruments for both students' and teachers' professional development.

ACCOUNTS RELATING TO VICTIM RESPONSIBILITY IN POLICE INTERVIEWS OF RAPE COMPLAINANTS

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This study is concerned with how rape complainants in police investigative interviews provide accounts that relates to whether they are, in any way, responsible for the rape – what is often called victim responsibility or victim blaming (Lea, 2007). MacLeod (2010) shows that rape victims tend to provide such accounts not as a response to a blame-allocating question from the interviewer, but rather as a means to pre-empt blame attribution. This data supports MacLeod's finding. In the accounts in this data, the complainants address topics such as (appropriate) resistance, (possibly) blameworthy behavior and reasons for not being hysterical during and after the rape.

In this presentation I will show examples of such accounts, and how these accounts are responded to. I will discuss how these accounts can be understood and explained in relation to the situation at hand.

Accounts are statements that explain unanticipated behavior (Scott & Lyman, 1968). What people think of as 'unanticipated behavior' is culturally constructed, and accounts can therefore be seen to «reflect culturally embedded normative explanations» (Sarangi, 2010: 403). The accounts provided by the rape complainants tell us a lot about how the rape victims expect to be met by the police, the criminal justice system, and the society.

This study is based in an understanding of the investigative interview as a specific activity type. Focusing on the interaction in the interview, I use transcripts of the conversations to do detailed discourse analysis of the account-sequences.

Data consists of transcripts of 12 audio recorded investigative interviews of women reporting rape or sexual violence. The interviews are from different parts of Norway, and the police officers conducting the interviews have extra training in the Norwegian investigative interviewing-model, where e.g giving the complainant interactional space to provide a coherent report where she can elaborate on the issues important to her, is an important component.

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LIRE À VOIX HAUTE. PROSODIE, DISCOURS ET ENSEIGNEMENT DES LITTÉRATURES

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Certains linguistes s'accordent aujourd'hui sur l'intérêt de considérer les phénomènes suprasegmentaux comme faisant partie intégrante de la construction du sens en discours (Goldman, Auchlin & Simon, 2009). La lecture oralisée de textes littéraires apparait comme une situation privilégiée

pour appréhender cette articulation du suprasegmental au sens. Mais quoi de plus difficile que de donner corps à une matérialité graphique, qui plus est littéraire ? Cette complexité pousse certains observateurs de l'école à réserver la « lecture courante » à l'adulte expert, au professionnel du texte, à l'enseignant pour ouvrir les oreilles du jeune lecteur en apprentissage, le « provoquer » dans son rapport au texte. Controversée à l'école, la lecture à voix haute est un dispositif par lequel l'enseignant-e rend présent le texte à étudier afin d'en faciliter sa compréhension (Dolz & Schneuwly, 1998). Cette lecture à voix haute scolaire sert-elle la transmission de contenus ou la force illocutoire d'une littérarité ? Ces différentes fonctions de la lecture à voix haute se manifestent-elles dans des variations prosodiques (accentuation, découpage en groupes de souffle, débit) ?

Cette contribution s'inscrit dans le cadre plus large d'une recherche GRAFELIT (FNS 100013_129797/1) sur ce qui s'enseigne dans un cours de littérature au fil des niveaux scolaires. Cette dernière décrit les effets de la tradition sur la confection de dispositifs d'enseignement sur des textes contrastés. La fable Le loup et l'agneau de La Fontaine, très classique et bien connue des enseignant-e-s, et la nouvelle La Négresse et le chef des Avalanches » de Jean-Marc Lovay, située à l'extrême contemporain romand, non didactisée à ce jour, sont les réactifs textuels du dispositif de recherche.

Notre contribution vise à documenter l'activité de lecture à voix haute comme pratique professionnelle et dispositif didactique, et à mieux comprendre la médiatisation de la prosodie à l'interface du discours. Nous cherchons à qualifier les « voix du texte » dans le cadre d'un dispositif scolaire d'appropriation du texte littéraire. Le point de vue que nous adoptons est radicalement didactique et empirique. Didactique parce qu'il entend observer des pratiques effectives et non des ingénieries imaginaires, toujours applicables, mais jamais inspirantes à l'échelle d'une profession. Empirique parce qu'il poursuit l'ambition d'identifier des éléments d'un gestus de l'enseignant de textes littéraires, dans la singularité de ces effectuations.

Nous conduisons notre analyse à partir du corpus assemblé par GRAFELIT. La collection se constitue de 60 séquences d'enseignement réalisées par 30 enseignant-e-s de 3 niveaux scolaires (primaire, secondaire 1 et secondaire 2). Nous identifions d'abord les occurrences de lecture oralisée des textes de La Fontaine et de Lovay selon les niveaux et analysons comment didactiquement cette lecture est opérationnalisée dans chacune des séquences. Nous procédons ensuite à une analyse prosodique de ces lectures au moyen de logiciels (type PRAAT) en vue de qualifier leur phonostyle (débit, fréquence fondamentale, contours prosodiques, nombre et durée des pauses silencieuses). Nous dégageons de ces phonostyles les récurrences et variations entre enseignant-e-s et entre élèves pour un même texte, pour un-e même enseignant-e dans les deux réactifs.

FROM OBSTACLES TO ACHIEVEMENT IN COLLABORATIVE WORK: DISCURSIVE ANALYSIS OF SYSTEMIC CONTRADICTIONS IN A MULTIDISCIPLINARY TEAM

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Collaborative work in multidisciplinary teams and in network is a widespread work method in social work and healthcare. The research project presented in this paper aims at understanding its functioning and the elements liable to hinder it. Drawing on Cultural-Historical Activity Theory as it has been developed in Yrjö Engeström's research (1897, 2008), it starts from a conceptualization of work situations as activity systems.

Our empirical work concerns the analysis of weekly meetings of a multidisciplinary team of heath care practitioners working with patients suffering both from mental handicap and psychiatric disorders. At the crossroad of socio-educative and psychiatric work, the situations of collaboration that are reported by these practitioners during their meetings are considered as a confrontation between two or more systems of activity, giving way to contradictions between various work organization and institutional

rules. Whereas these contradictions might be a source of difficulties, they are also liable to foster professional learning and to lead to new solutions.

Drawing on a corpus made of transcripts of eighteen hours of meetings videotaped from April 2010 to June 2011, we identified the moments in which the practitioners talked about difficulties encountered in their work with a patient or another team, what we call obstacles.

Our research questions were: (1) What are exactly these obstacles and from what types of contradictions do they result? (2) How do they inform us about the difficulties met with by the practitioners? (3) How are these obstacles managed in teamwork? With what consequences for professional learning?

These obstacles have been identified through paraverbal, discursive and meta-discursive clues, as well as through contextual elements deriving from our experience of this field. The analytical tools have been borrowed both from Cultural-Historical Activity Theory and from interactionnist and dialogical approach to discourse (Kerbrat-Orecchioni, 2005; Linell, 2009; Marková et al. 2007).

The results show a tight interdependence between the difficulties related to the patient's diagnostic, the resources available in the professional arena and the situations of conflict, dilemma and double bind, which stem from the requests and requirements of the various actors involved in a patient's care. The analysis also enabled us to identify sequences in which obstacles were negotiated and solved in various ways: compromises, minimizations, shifts or avoidance of conflicts, but also original solutions or redefinitions of a patient's situation.

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DE L'ÉCOLE À L'ENTREPRISE... LES DÉFIS DE L'ACCOMPAGNEMENT EN MILIEU DE TRAVAIL, EN FORMATION PROFESSIONNELLE INITIALE

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Dans un contexte de développement de l'alternance, le partenariat entre les milieux éducatif et économique comporte une collaboration, un engagement essentiel des acteurs des deux milieux, tout particulièrement dans l'accompagnement du stagiaire, selon une démarche pragmatique, favorable à la réussite de son parcours de formation et de son insertion professionnelle. À ce jour au Québec, très peu d'études se sont explicitement employées à décrire le rôle, la relation, et, plus spécifiquement, les formes d'accompagnement du formateur en entreprise en tant qu'acteur de l'alternance. Quelles sont les conditions d'émergence de l'activité de formation en situation de travail? Quelles sont les modalités de participation au travail offertes au stagiaire dans une situation professionnelle? Comment le formateur en entreprise développe-t-il sa relation avec l'apprenant pour favoriser son engagement dans les situations professionnelles indispensables à sa formation, à son expérience de travail?

Les résultats d'une recherche en cours, dans le cadre d'une thèse doctorale, s'intéressent à décrire les formes d'accompagnement (Paul, 2004) déployées par les formateurs en entreprise auprès de stagiaires en contexte d'alternance en formation professionnelle initiale. Cette communication rendra compte des résultats dégagés à partir de l'analyse thématique d'un corpus de données d'entretiens et d'observations en situation de cinq dyades, de formateurs et de stagiaires,

dans une séquence de formation en milieu de travail. L'analyse qualitative devrait permettre d'apporter un nouvel éclairage sur les pratiques effectives (Marcel, Olry, Rothier-Bautzer, Sonntag, 2002) que mobilisent ces acteurs en situation professionnelle (Pastré, Mayen et Vergnaud, 2006).

Les résultats préliminaires permettent d'entrevoir que l'accompagnement déployé par le formateur en entreprise peut prendre une forme hybride entre le tutorat et le mentorat. D'ailleurs, la prise en compte du concept de modalités de participation au travail (Billett, 2009) dans notre analyse nous aidera à appréhender l'apport de l'environnement du travail et l'engagement de l'apprenant dans sa formation. En effet, le support de l'organisation dans l'accueil et le suivi du stagiaire dans le mésosystème de l'alternance (Clénet et Demol, 2002); l'environnement structuré pour les explications, les démonstrations relatives à l'apprentissage des tâches du métier; les actions impliquées dans les différentes opérations de guidage de l'activité (Savoyant, 1995) offertes par le formateur favorisent le développement de l'autonomie, l'intérêt à apprendre dans ce domaine et sa responsabilité de questionner. Cette méthode de recherche qu'est l'étude de cas cherchera « à mieux comprendre la dynamique interne de chaque cas de même que les interactions dans un contexte particulier » (Roy, 2009, p. 203). Nous pourrons ainsi contribuer à mieux comprendre le potentiel de ces acteurs, dans leur complémentarité, au regard de cette approche stratégique de formation en alternance.

S'intéresser actuellement aux formes d'accompagnement présentes dans cet environnement, au rôle et aux fonctions du formateur qui intervient dans les démarches, les mesures et le processus de formation en vue d'une main-d'œuvre qualifiée, efficace, à la fois spécialisée et mieux adaptée aux besoins actuels et futurs du marché du travail s'impose comme un enjeu fondamental du développement socio-économique du Québec.

RESEARCH LITERACIES: DEVELOPING THE PROFESSIONAL LANGUAGE AND COMMUNICATION COMPETENCIES OF POLICE OFFICERS IN A COUNTER-TERRORISM POLICING CONTEXT.

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This paper reports on case study of inter-professional collaboration where academic research expertise in applied (forensic) linguistics is sourced for developing the professional language and communication competencies of police officers in a counter-terrorism (CT) context. The institutional and organisational context for this case study is in New South Wales (NSW), Australia, where the New South Wales Police Service (NSWP) engaged a higher degree academic who teaches and coordinates the Research Literacies Program for Higher Degree Research (HDR) students in the Graduate Research School (GRS) at the University of Technology, Sydney (UTS). This academic is also the lead investigator and forensic linguistic analyst for a private consultancy that he directs named Forlingua. Forlingua provides consultancy, teaching, and lecturing services for the application and use of forensic linguistic methods such as forensic discourse analysis, forensic text and document analysis, forensic authorship identification, and forensic visual analysis. UTS is part of the Australian Technology Network (ATN) of universities which emphasises practice-oriented learning and engagement with industry and the professions. At UTS, research degree students across the faculties are supported by the GRS' Research Literacies Program, which aims to develop HDR students' knowledge of the research process and the appropriate and relevant skills for communicating their own research in spoken or written form, and according to accepted academic conventions in general, and specifically in their own discipline.

The institutional policing context is the Counter Terrorism and Special Tactics Command (CT&ST) in the NSWP, which

consists of four major groups, one of which is the subject of this chapter: the Operations Group. Within the Operations Group there are various units: the Community Contact Unit, the Education and Training Unit, the Security Management Unit, and the Strategy Unit. The unit focussed on here, the Strategy Unit, researches and evaluates local, national and global trends to provide via its extensive reports an awareness of current and future environments. These reports need to cover all the relevant sources of information, and be succinct and add value to the various threat assessments discussed amongst the agencies.

Given this inter-professional collaborative context, this paper discusses the ways that the activities in a program aimed at the development of research literacies in a university HDR context are sourced and adapted for the professional development of police-officer researchers in a counter-terrorism policing context: in terms of the kinds of research literacies and written communication skills needed for effective written communication in the Strategy Unit of the CT&ST Command in the NSWP. The theoretical orientations (in pedagogical and communicational terms) underlying the professional development activities carried out for this professional development program are briefly explained, as well as the program stages, and sample illustrative activities are provided.

ICT AT WORK AND IN VOCATIONAL AND PROFESSIONAL EDUCATION

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Teaching and learning public speaking normally lead to challenging ESL classroom practices, especially, in ensuring that effective feedback and sufficient practice that would produce quality public speaking is provided for learners. Studies have highlighted the influence of feedback and sufficient practice in the process of instruction (Mory, 2004; Topping, 1998; Driscoll, 2000) if implemented efficiently and appropriately. Schechter (1983) went as far as to call feedback a 'nutritional need' for language learners. Based on the literature, there are many benefits of feedback to students. Osmond, et. al (2000) highlighted that peer feedback promotes critical thinking, complements teacher's feedback (Stefani, 1998) and encourages higher audience awareness (Yeh,et. al, 2008). However, Higgins, Hartley, and Skelton (2002) noted that feedback should always be meaningful, of high quality, and timely to help students become actively and cognitively engaged in the environment they are studying. This study situates the relevance and usefulness of peer feedback within Online public speaking course (OPSC) website which was set up to allow students to interact within the contexts of giving feedback, receiving feedback, utilizing the public speaking input, and practicing their own public speaking. The main aim of this qualitative study is to find out the relevance and usefulness of online public speaking feedback (OPF) through students' interaction on the OPSC by examining the OPSC tracking log and perceptions of the students. Findings show evidence of meaningful activities of giving and offering feedback, utilizing the input as well as self-training of public speaking. Students expressed fondness towards OPF and its usefulness towards enhancing their public speaking performance. Evidence of passivity and questions on the quality and intention of feedback also surfaced from the findings. The authors argue, however, that such problems, if compared to similar problems in the classroom, can be better addressed on the OPSC through efficient tracking of student activities, effective intervention by the teachers, and the readily retrievable resources (such as the feedback, recorded self-editing videos) for pedagogical purpose.

LINGUISTIC EXCHANGE ACTIVITIES: WHAT MAKES THEM WORK? – INSIGHTS FROM AN INTERVIEW STUDY

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Globalization has greatly increased the scope of intercultural contact and communication. As a consequence, intercultural competence and communication skills are becoming increasingly more important, not only in the work place, but also in the school context. It is commonly believed that such competence and skills can be developed through intercultural contact, for example, in the form of linguistic exchange or study abroad programs.

By confronting people with 'sameness' and 'otherness' at the same time, contact with people from a different linguistic and cultural background ideally stimulates people to develop more elaborate intercultural communication skills but also to critically examine their own cultural background and thereby to (re)construct their cultural identity. However, linguistic exchange or study abroad programs do not always lead to increased intercultural competence and identity (re)construction which is amenable to improved intercultural relations. If they do not take place under favourable conditions, they may be ineffective or even counterproductive, as stereotypes may be reinforced, negative attitudes be built up or strengthened and ineffective strategies developed or consolidated. Research has identified a number of factors that influence the effectiveness of exchange / study abroad programs, such as type and intensity of contact, the experiences made during the stay and the amount and quality of preparation.

In this paper we will present the key results of a qualitative study examining under what conditions linguistic exchange activities affect students' motivational and intercultural development. We will focus on the students' view on what it takes for an exchange experience to be effective in terms of skills development, intercultural relations and personality development. The sample consists of ten high-school students who participated in a linguistic exchange activity. They were selected on the basis of their developmental trajectory identified in a longitudinal quantitative study of their intercultural competence and language learning motivation, the duration of their stay, the type of exchange program (individual versus class, language school versus partner class). These ten students participated individually in a semi-structured follow-up interview focusing on the particulars of their stay abroad and their view of what influenced the (lack of) success of their exchange experience. The interviews were transcribed and analysed by means of MAXQDA using qualitative content analysis. The results suggest that all the selected individuals link their contact experience to a positive development in their personality, even though not all of them were happy with all the particulars of their exchange experience. It seems, therefore, that learners can also benefit to some extent from exchange experiences that do not take place under optimal conditions. According to the students in our sample, the host family, receiving school and the student's personality are particularly important for exchange activities to have the desired effects. School board and exchange organisations are advised to take particular care in selecting their partner schools and accommodation options.

A MULTIMODAL ANALYSIS OF GOAL DISCUSSIONS DURING INTERDISCIPLINARY MEETINGS IN SWISS REHABILITATION CENTERS: FROM THEORY TO PRACTICE

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Professional practice guidelines direct health care professionals to include patients in the decision-making process and to establish

collaboration for therapeutic goal setting. This is not only the case for patient-health professional dyads but is also considered "state of the art" for interdisciplinary rehabilitation settings. Rehabilitation goals should be aligned with patients' expectations, but evidence suggests that this is not a straightforward process (Barnard, Cruice & Playford 2010). There are interactional, clinical and organisational reasons for some of the difficulties that have been documented to occur when health professionals try to set goals with patients (Wressle et al, 1999; Parry, 2004; Schulman-Green et al, 2006). While a cognitive conception of goal setting is omnipresent in the health care literature emphasising psychological concepts related to rehabilitation (Scobbie, Dixon and Wyke, 2011), there seems to be more and more reason to believe that sociological perspectives should be taken into consideration when conceptualising health care practice (Heritage, 2011). Currently, little is known about the interaction between patients and health care professionals during goal discussions. The aim of this paper is to shed light on those discussions which take place in three rehabilitation clinics by using a multimodal approach to analyse those practices.

The data comprise 37 patients hospitalised in three different rehabilitation settings in German-, French- and Italian-speaking Switzerland. 169 interdisciplinary meetings, colloquiums and medical visits were video-recorded (27 hours of recordings) and discussions about goals were selected. We report here on a subset of 42 cases in which goals are explicitly discussed with patients during interdisciplinary entry meetings (11 cases), medical visits (10 cases), and colloquiums between nurses and patients (21 cases). A conversation analytic approach was chosen to examine the selected sequences.

Findings indicate that while patients contribute to some extent to goal discussions during interdisciplinary entry meetings, their role is limited as health professionals follow their own agenda. In goal discussions during medical visits or nurse colloquiums, more room is given to inputs from patients. Yet, patients continue to face epistemic asymmetries and contribute only minimally to decision-making. Our multimodal analysis illustrates how health professionals and patients use different linguistic and interactional resources (gaze, gesture, and embodiment) in order to pay attention to, address and manage epistemic dimensions. We argue that theories stipulating an individual a-priori process of goal setting do not take into consideration the social aspects of goal discussions observed in our data. This in-depth analysis of interactions between patients and health care professionals contribute to better understand the limitations of current goal setting theories, and why current policies on goal setting may be challenging to put into practice.

"MAJOR MAJOR ANSWERS": ANALYSING THE STANCE OF PHILIPPINE CANDIDATES IN THE MISS UNIVERSE PAGEANT AND ITS RELEVANCE TO LANGUAGE TEACHING IN THE 21ST CENTURY.

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This study presents an analysis of the questions raised by the judges and the answers delivered by the Philippine candidates (from 2010-2013) who emerged to the Top Five during the Miss Universe Pageant. It primarily aimed in describing and explaining the grammatical, discourse, sociolinguistic and strategic implications of the answers . Canale and Swain's Communicative Competence Model (1980) was used in delving out the responses .

The study revealed how the pageant's questions elicited, shaped and distorted the linguistic, cultural and social stances and identities of candidates' answers. Generally, the candidates may be viewed grammatically competent in the use of the English language. However, the ability to consider their multicultural audience posts a problem. The answers were a reflection of the candidates' own culture, perception and beliefs unmindful of the kind of message they send to the listeners who are from the different parts of the world. Further, time plays an important role in constructing and delivering their an-

swers. The candidates were only given small amount of time to organize their thoughts and were alloted 30 seconds to convey their answers. Thus, they did not have any chance to omit, add, revise and correct whatever answers they gave.

The results gained from this study can be used to design materials and curriculum in teaching English Language that focuses not only in enhancing the second language learners' competence in grammar but also their sociolinguistic, discourse and strategic competence.

FINNISH LANGUAGE SKILLS OF HEALTH CARE PROFESSIONALS RECRUITED TO FINLAND

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The language skills of international professionals working in the health care sector are under public debate throughout Europe, and one of the key issues discussed in relation to sufficient language skills of e.g. nurses and medical doctors is patient safety.

The focus of this paper is on the Finnish language skills of health care professionals recruited to Finland after having obtained their education in non-EU/EEA countries. According to recent proposals (Ministry of Education and Culture 2014), the language proficiency level required of them should be raised from the current CEFR B1 level to B2, and a new certified test for assessing professional language skills should be developed. These requirements should also be considered in the national implementation of the Professional Qualifications Directive.

It is increasingly evident that specific professional language competence is required in various professional situations. Good communicative skills are essential in patient work (Candlin & Candlin 2002) but also in interaction between colleagues. Each profession and workplace create their own communicative practices, and mastering them promotes participation and membership in the work community (see Suni 2011). Professional language also consists of medical terms, abbreviations and acronyms, which can be challenging even to native speakers (O'Neill 2011). In addition, dialects, idiomatic expressions and different variants of spoken language may create difficulties. Our research project Finnish in health care (2014-2015, University of Jyväskylä) aims at examining how these aspects of language skills can be developed in a meaningful way and at which stage of the authorisation process and how to best assess them.

This paper presents some key results of the qualitative analysis of health care professionals' productive linguistic performance as demonstrated by current language tests. The data originate from the corpus of the Finnish National Certificate of Language Proficiency (B1-C2). The findings are discussed in relation to the background information concerning the participants' migration histories, authorisation processes, language studies and self-assessments. To highlight the problematic distinction between «general» and «professional» language skills (Cummins 2003), the findings are also examined in connection with the Finnish language needs analyses thus far implemented in the health care sector.

Keywords
Professional language, second language learning, health care

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LEXICAL CHOICE DIFFICULTIES: A PSYCHOLINGUISTIC STUDY TOWARDS A SOLUTION

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An L2 learner is distinguished from another inasmuch as he/she has a good command on formulaic language like collocations which are deemed to be very specific to native speakers of a language being part of their competence and intuition. If this is true, it follows that L2 learners of whatever language backgrounds encounter a considerable difficulty not only in acquiring English collocations but a severe one in using them. Bearing all this in mind, I believe that the most suitable subjects for lexical error studies in general and collocational in particular are advanced learners due to the fact that they are expected to have reached a considerable level of proficiency. Thus, this study involves 60 essays selected at random from 107 essays given to would-be advanced Yemeni Arabic-speaking learners majoring in English as home assignments, in their second semester, fourth-year, in the academic year 2012-2013. Their ages range from 24-28. They were male and female, viz. 40 female and 20 male though age and sex are not variables in this study They have studied English for about 10 years and as far as university education is concerned, they have studied the courses mentioned above in addition to skill courses including reading, spoken, writing and courses like grammar, vocabulary among others. After error identification, collocation errors were classified based on amalgam of classifications particularly Shormani's (2012a, 2012b), Shormani & Sohbani's (2012) and Llach's (2006). Two consultants (an Indian Professor of Applied linguistics and an American native) were consulted in errors whose nature was ambiguous to the researcher.

Thus, the errors identified were classified into two major categories, namely, lexical and grammatical. Each category is in turn divided into subcategories. The former, for instance, has been divided into four subcategories, namely, one collocate incorrect, both collocate incorrect, contextually odd and incorrect category. The latter, however, was divided into two subcategories, viz. misusing a preposition and omitting a preposition. After identifying, classifying and tabulating errors, sources were classified into four categories, viz. L1-transfer, L2-influence, mutual and unrecognized scoring (30%), (54%), (13%) and (3%) of the errors committed, respectively. After classifying such sources, a psycholinguistic explanation was provided for accounting for such sources in terms of the cognitive strategies involved while committing the collocation errors. For instance, L1 interference includes negative transfer of Arabic collocablity into English, hypothesized one-to-one correspondence between L1 and L2, false equivalence, bilingual dictionaries. L2-influence, however, includes misconception, insufficient knowledge in English collocates, internalizing L2 lexicon system, lack of exposure to English, overgeneralization. Other strategies include compensation such as guessing, etc.. Based on such findings, I have proposed a UG-Model for learning collocations based on subcategorization and selectional restrictions. This model could be utilized for learning collocations in similar ES/FL contexts.

THE CONSTRUCTION OF ENGLISH TEACHER IDENTITY IN BRAZIL: INVESTMENT, COMMUNITIES OF PRACTICE AND IMAGINED IDENTITIES.

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The interest for issues related to the construction of identity arises in the international literature as an emerging area of investigation. An increasing number of studies adopt the poststructuralist approach to formulate the concept of identity in foreign language teaching and learning. Poststructuralists claim that identity is a site of struggle in a way that subjectivity is produced in a variety of social sites, all of them structured by relations of power which may lead an individual to assume different subject positions, at

times contradictory (Norton Peirce, 1995; Norton, 2000). The present text reports on the findings of a qualitative study which draws on the notions of identity, investment, imagined communities, and resistance (Anderson, 1991; Norton, 2000; Weedon, 1997; Wenger, 1998) to understand how future language teachers have discursively constructed their identity along their experiences of learning/using English. Data were generated with a group six senior student-teachers of a language teacher education undergraduate program at a public university in the middle-west of Brazil during the academic year of 2011, by means of a profile form, an open-ended questionnaire, written narratives and semi-structured interviews. The analysis was carried out in a qualitative way. The findings suggest that the identity of the participants of undergraduate students, learners/users of a foreign language, and at times language teachers were sites of struggle, together with their changing and sometimes contradictory subject positions. Additionally, certain contexts and practices apparently limited opportunities for the participants to identify with particular subject positions. The findings also point out that the investments of the participants in the English practices highlighted a profound sense of self as they exercised their agency in seeking to find opportunities to practice the language. The participants showed that their relation to communities of practice, whether be they real or imagined, involved both participation and non-participation, and that their identities in construction should be understood in the combination of the conflict of interest between the desired and the real. Finally, the findings suggest that identities discursively constructed are embedded within diverse social practices and contexts.

"THE SUGARY TEXTURE ALMOST ALWAYS SAYS METAMORPHOSIS": THE ROLE OF EMBODIED INTERACTION IN TRANSFORMING ROCKS, INTO ARTIFACTS, INTO DATA IN GEOLOGICAL FIELDWORK

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In this study, I analyze the interactions between novices and senior geologists as they conduct fieldwork in a wilderness setting. This study is situated within the field of Social Studies of Technology & Science (SSTS) and its purpose is to provide an ethnomethodological and conversation analytic description of how interactions between novices and experts and novices and peers in the field fieldwork contributes--as an interactive and experiential process--to the socialization of participants as competent members of a community of practice such as with the geosciences, and the contribution those interactions make to maintaining the geosciences as a scientific body of knowledge.

From rocks and discursive artifacts to exemplars and data

Central to the work and learning that takes place in geological fieldwork is the transformation of the raw materials provided by the world itself (e.g., the mountains in Yellowstone) into the maps and categories of different kinds of rock and other geological features that make subsequent analysis possible. Scholars of science, beginning with Latour and Woolgar (1979), describe scientific work as being organized through a chain of inscriptions whereby some natural phenomena is inscribed through researchers' observations, notes, measurements into their final products as academic discourse. The first inscription, the place where the raw material provided by nature is transformed into a category or map, is the most crucial, but frequently overlooked, part of this process. It is precisely here that nature is transformed into culture, and the simplest categorization requires an immense amount of skilled practice both in the traditionally

cognitive sense as well as in the socio-cultural sense: making 'collections' presupposes some mastery a range of tools as a member of the geoscience community so as to make possible systematic categorization and analysis of the phenomena being investigated. This is necessarily accomplished through the participants' collaborative work with senior geologists, where they invoke, appropriate, and transform the practices and knowledge acquired from their predecessors in the earth sciences, but the interactive processes by which this is accomplished are not well understood nor have they been adequately documented.

Field learning, as a form of professional apprenticeship, is central to a host of professions, trades, and sciences. Despite promising approaches towards studies in situated learning within educational research (e.g. Lave and Wenger, 1991; Rogoff, 1990), our understanding of the relation between language, embodied action, tools, and communities of practice in science pedagogy is still unsatisfactory. Anthropologists have demonstrated that these forms of learning are central to most if not all human societies. Results from this study not only provides a greater understanding of how practitioners and knowledge are generated and sustained within a scientific community, such as the geosciences, it offers a unique opportunity to investigate a number of phenomena that are central to science education, social cognition, the organization of human action, and research in the social study of technology and science more generally.

THE LANGUAGE OF MODERN CONTRACTS AND AGREEMENTS

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The appearance of western consumer movements proved the need of clear and simple official writing as to fully benefit from the mass production and consumption system. Such economic situation in mid 70's, in turn, gave rise to the plain language movement whose goal was to modify the traditional ambiguous official writing and build a common platform of basic principles, which would serve as guidelines for those who draft official documents. Throughout years the authors of plain writing manuals have focused on linguistic and non-linguistic aspects of formal writing to provide ordinary recipients with a most simple and clear language.

This paper centres its interest in the successes of the plain language campaigners as well as the threats to their pursuit of plain legal drafting. The paper apart from the answer to the question how legal language may serve non-professionals in a most effective manner aims to reveal the status of applying the plain language principles in legal texts under the results of the research conducted in 2011 and 2012 on English contracts and agreements.

The aim of my research has been to illustrate in concrete numbers whether the linguistic and non-linguistic changes are practically introduced by legal environment. After verifying the research material, that is, 80 legal contracts and agreements drawn up after the year 2000 and analyzing over 500 pages of legal documents, it appeared that 70% of the analysed texts hold long, complex sentences. What is more, in over 60% of the inspected documents the modal verb shall is used (whether to express obligation, prohibition or a future action). 97 % of analysed documents indicate the use of pronominal adverbs and almost in 90% of analysed documents the process of nominalisation occurs.

The results shed a new light to the current achievements of the plain writing activists and give the grounds for further debates on modern legal writing, effective legal communication, introducing a wider context of adopting simplicity promoted by the plain language activists on one hand and precision advocated by legal drafters on the other as to ensure the clarity of legal texts.

DIDACTIC SEQUENCES FOR TEACHING GRAMMAR AS A TOOL FOR TEXT COMPREHENSION AND PRODUCTION

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Grammar teaching is extensively discussed in many contexts, from first language teaching (Neves, 2002; 2003; 2010; Abreu, 2012; Travaglia, 2011; 2013) to second/foreign language teaching (Larsen-Freeman, 2003; 2008; Littlemore, 2009; Almeida Filho, 2007). The main question involving this subject concerns the need of working with grammar since the final purpose of language classes is to enable students to understand and produce texts appropriatelly, in various contexts. In this research, we assume that grammar is fundamental in the architeture of the text, constituting the axis of textuality. Therefore, there is no way of ignoring grammar when working with texts. Our work takes place in the context of teaching Portuguese as a first language, but we believe our assumptions about grammar can be extended to other languages and situations, as well as our proposal of a didactic sequence (Dolz; Noverraz; Schneuwly, 2004) focused on grammar, taken as a tool for developing the student's communicative competence. Instead of an approach focused on language structural organization, the Brazilian curricula proposals (Brazil, 1997, 1998, 2000, 2006) suggest contextualized grammar teaching, using authentic texts. However, pedagogical grammars and didactic books, in spite of using various types of texts in order to exemplify grammar phenomena, still apply a traditional approach. Despite the fact that there are many discussions about "what" to do, it is possible to notice a great need of research on "how" to work with grammar, in concrete terms. Our main goal is to develop a sequence of activities – a didactic sequence – for teaching Portuguese complex clauses, in order to demonstrate how syntax is attached to text organization and how it is possible to work with grammar in a functional and interesting way. The didactic sequence modules will focus on two kinds of activities: explanation and reflection about grammar functioning; and rewriting of sentences (language "manipulation"), concerning different intentions in a text. According to Dolz, Noverraz and Schneuwly (2004: 97), "The domain of a more elaborate syntax is not linked to a specific genre. It involves the understanding and appropriation of the general rules concerning the sentence organization and requires explicit knowledge about language functioning at this level. It is important, therefore, to develop students' analysis capabilities that enable them to improve these skills". From this, we can conclude that it is important to teach grammar, from language use. In order to verify the applicability of our proposal, we intend to conduct an experiment in the form of a course offered to undergraduate students. The same topics will be covered but different teaching methods will be applied to two separate groups: (a) traditional method and (b) our didactic sequence. We aim to compare the achievements of each group regarding students' involvement and improvement on working with grammar for text comprehension and production. We believe that the principles underlying the didactic sequence presented can fit this goal and also serve as the basis for teaching other grammatical topics, contributing to a more concrete and meaningful teaching of grammar in general.

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ENGLISH USE AND PROBLEMS OF INDUSTRIAL PHARMACISTS AT TWO LARGE MULTI-NATIONAL PHARMACEUTICAL MANUFACTURERS IN THAILAND

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In pharmaceutical industry, English use and needs of Thai industrial pharmacists for international communication are greatly increasing due to market opportunities of

regional economic integration by 2015. To register pharmaceutical products for selling in foreign countries, Thai industrial pharmacists need to prepare registration dossiers in English which require an extensive use of reading and writing skills. In a pharmaceutical registration process, insufficient English proficiency can cause a significant delay in communicating with health authorities and in an approval process for a manufacturing license. Furthermore, industrial pharmacists with English limitation in communicating with auditors during an audit meeting and plant tours may result in serious adverse audit outcomes.

Given the lack of research directed to English communication of Thai industrial pharmacists, this paper intends to explore English use and problems of Thai industrial pharmacists. An investigation into four English skills use and problems in the pharmaceutical industry is of paramount for developing English for Specific Purposes (ESP) curriculum to meet the needs of industrial pharmacists. A survey of 51 industrial pharmacists in two large multinational pharmaceutical manufacturers was conducted using the self-developed questionnaire based on the frameworks of needs analysis (Hutchison & Waters, 1987) and communicative competence (Canale & Swain, 1980) with the central focus on target language use in routine communicative events of industrial pharmacists.

The findings indicated that reading was the most frequent use skill, followed by writing, listening, and speaking. Among four English skills, the specific communicative tasks which Thai industrial pharmacists commonly use are also identified. It was found that oral communication skill together with the specific linguistic and sociolinguistic problems were their biggest problems. The Thai industrial pharmacists strongly suggested that frequent English practice and professional English course training could be best for solving their English communication problems. The findings provided valuable sources of target language situations that benefit ESP educators and pharmaceutical trainers in developing ESP courses that well satisfies the real needs of industrial pharmacists.

COMMUNICATING IN ENGLISH AT THE WORKPLACE: THE CASE STUDY OF ZURICH

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The paper addresses language practices in the professional context of a multilingual country. Communication at work is the result of the relationship between individual languages, adopted social practices, as well as institutional demands, e.g. corporate policy. Also, it may be assumed that the use of a given language is directly correlated with age and the level of education of the employees. The presented case study allows for the multilingualism of Switzerland, both at the social and individual levels, and the principle of territoriality. Such a linguistic interaction provides a background for the use of a 'globalizing' language – English – in the professional context in a country where one may communicate in other three European languages, i.e. German, French and Italian.

This paper will present a selected part of the collected material and conclusions that form a much bigger survey which I carried out in the canton of Zurich in 2011. The survey is based on the probability sampling of 400 adult respondents who have been interviewed via the CATI (Computer Assisted Telephone Interviewing) method. The collected interviews, conducted according to a questionnaire, have made it possible to outline the communication in English among the Swiss at their workplaces. The results from the CATI survey will comprise data such as the knowledge of English, the language used in contact with workmates, the use of English at work, the frequency of speaking and writing in English at work, the importance of learning English, an interest to improve English language skills, the importance of the knowledge of English. The respondents were also asked to assess the future of English in the canton of Zurich, and to express their opinions as to whether the knowledge of English may be regarded as an asset in Switzerland.

The presented survey builds on the theoretical assumptions of contact linguistics and macro-sociolinguistics, and especially

the sociology of language introduced by Fishman, as well as the theoretical contributions by other scholars of the field, including Labov, Nelde and Zabrocki.

RECONSTRUCTION DES SAVOIR-FAIRE DÉPLOYÉS PAR DES ÉDUCATEURS AU COURS DE VISITES MÉDIATISÉES DANS LE CHAMP DE LA PROTECTION DE L'ENFANCE

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Des parents qui n'ont pas le droit de voir leurs enfants sans la présence d'un éducateur parce que leur parentalité est jugée défaillante et potentiellement menaçante ; qui sont considérés comme devant apprendre une manière d'être avec leur enfant. Des enfants qui doivent également apprendre à vivre le contact avec leur parent sans être pour autant désorganisés. Des professionnels qui passent environ 1h30 tous les 15 jours avec eux, à manger, jouer et surtout parler.

Notre communication a pour propos de reconstruire les savoir-faire déployés par les éducateurs pour permettre et favoriser ces apprentissages des parents et des enfants. Le langage est à la fois un de leur outil de travail et notre porte d'entrée dans l'analyse.

Notre analyse s'appuie principalement sur deux ressources théoriques :

- Nous inscrivant à la suite des travaux de l'action située (Quéré & Ogien, 2005) et du pragmatisme (de Jonckheere, 2010), nous considérons l'intervention dans le champ du travail social comme héritant de problèmes définis en dehors du champ (parentalité défaillante et menaçante définie par la psychiatrie et la justice), et que les professionnels doivent redéfinir pour pouvoir agir. Cette redéfinition se fait en cours d'activité et en partenariat avec l'environnement (Quéré, 2004). Le savoir-faire vise à construire et maintenir une certaine orientation de l'activité, une manière de répondre aux problèmes dont les professionnels héritent en les redéfinissant. Ce savoir-faire est fait d'anticipations, d'expérimentations et d'appréciations (Mezzena, 2014 ; Dewey, 1993), et n'est pas de l'ordre d'une réflexivité au sens intellectualiste (Mezzena & al, 2013) mais d'une intelligence pratique, un savoir-faire en fonctionnement (Friedrich, 2014). Celui-ci n'étant ni visible ni inférable de l'observation, ni dicible, toute une méthodologie est nécessaire pour le reconstruire (films, autoconfrontations, modélisation).
- Notre entrée dans la reconstruction de ces savoir-faire se fera en suivant les enchainements langagiers, le passage d'un énoncé à un autre, nous inscrivant dans la pragmatique intégrée (Ducrot, 1980), avec une conception instructionnelle de la signification qui place au cœur de celle-ci les contraintes qu'elle pose sur les enchaînements (Stroumza, 2002a). Un pouvoir de l'énonciation que nous saisissons comme une manière de (ré) orienter la construction des situations en faveur des apprentissages visés. Les situations sont des environnements expérienciés (Quéré, 2004) et par là font exister les différentes protagonistes, l'activité en cours, l'environnement local des visites et celui plus large de la vie quotidienne. Les professionnels ne cessent d'anticiper, expérimenter et apprécier les effets de ce pouvoir de l'énonciation et comment les différentes protagonistes s'y ajustent, y répondent (Butler, 2004, Auchlin 1997).

Nous ne postulons au-dessus de la phrase aucune régularité extérieure à la logique interne de l'activité, concevant cette dernière comme une activité professionnelle et non comme une conversation ou interaction particulière (Stroumza, 2002b, 2007, 2013, à paraître, Stroumza, Messmer soumis). Le sens de l'énoncé est saisi comme une orientation de l'activité (étendant ainsi la notion d'orientation argumentative, Ducrot, 1983).

Nous présenterons lors du colloque l'analyse d'une courte séquence d'activité réelle, en montrant comment ces ressources théoriques sont exploitées.

« HOW DOES THAT AFFECT US ? » CHALLENGES OF USING ENGLISH AS A LINGUA FRANCA IN MULTINATIONAL ORGANIZATIONS

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In today's globalized world, we can find English as a lingua franca in many areas of life. Interlocutors of various cultural and linguistic backgrounds may need to communicate in English as a common language via e-mail or on the telephone, as well as being authors of internationally distributed texts. In multinational organizations, it is seen as a prerequisite that employees are capable of applying their language skills. There may be many challenging communicative moments which, up to this day, have often been considered to be the non-native English speaker's task to solve. In consequence, the ambition to become "native like" is encountered regularly in learners. This is also mirrored by many studies on English as a Foreign Language which are concerned with non-native speakers' difficulties in pronunciation, grammar and the like and regard the learner's English as deficient and "improvable" compared to the native speaker model. Our aim goes beyond that.

Not only do we see learner and native speaker alike as liable for the negotiation of meaning, but we also believe that - more crucial than a specific pronunciation or prescribed grammar form that needs to be taught to the learner - the awareness of cultural differences in using non-literal language (as in pragmatics and figurative language use) is vital for a good working base in multinational organizations. Only then, with all speakers being aware of possible pitfalls of using English as a lingua franca, can major communication breakdowns be prevented that otherwise might go along with a loss of time and money for organizations and companies.

In the cooperation of the real-life business aspect (with project's initiator Terry Haggerty) and academia (the research team from Bonn Applied English Linguistics, Bonn University), we want to bring together two parties essential for leaving theoretical grounds and accessing the actual communication contexts. To tackle our hypothesis, we work with natural language data from multinational organizations. We design and compile a corpus of various texts, taken from actual business communication, such as team e-mails and international web-page content. These texts are analyzed according to well established and newly adapted coding schemes to guarantee the required scientific validity.

To obtain the corpus texts, which shall in the near future also include spoken samples, we need the consent of the organizations in focus. Thus, another very important issue for our project, beside the linguistic analysis, is how to convince a multinational organization of the necessity for participating in our project and the benefit it has on their company. With findings from our survey on employees' perception on usage of English, we plan to approach companies.

In our talk, we will present the design of our corpus and the coding manual so far with our first results from the e-mail analysis. In a second part, we will describe how we approached organizations and employees and what their responses are this far.

A VIDEO ANALYSIS OF SYNCHRONOUS FOREIGN LANGUAGE INSTRUCTION: NOVICE LEARNERS' OFF-SCREEN LANGUAGE LEARNING ACTIVITIES DURING JAPANESE CLASS

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Synchronous (real-time) web-based language learning in a distance education con-

text has been widening the learner demographic by allowing people gain additional learning opportunities regardless of the geographic constraints world wide. At the same time, it challenges educators and students to rethink what it means to construct and share a "learning space" during synchronous virtual classes while they are physically separated from each other. The question remains as to how students learn a foreign language in a synchronous virtual classroom and how their learning space (being an online/class and an off-screen/private environment) affect their language learning development. The majority of research in web-based distance language education has documented learners' online discourse and/or linguistic competence (e.g., Blake and Delforge, 2005, 2007). These courses are often delivered in a virtual classroom via synchronous audio-based conferencing software where class participants situate themselves in front of their computer screen at their home or offices yet their off-screen activities in the physical environment are invisible to others. However, very few researchers to date have looked at the off-screen activities and behaviors of second/foreign language learners and how such learning environments might shape their language development longitudinally. This paper highlights off-screen learning activities and behaviors engaged by three focal students in their private environment during a synchronous web-based Japanese course, and examines what role their off-screen private activities played during their linguistic development. The class was mediated by audio-based conferencing software which was offered as part of a professional/distance education program at a university. The primary data consist of video files of three focal students which were self recorded using a camcorder during class sessions. Student videos were synchronized with archived sessions of online instruction which captures the virtual classroom and the interactions of all students and the instructor (~60 hours). Other data included essay assignments, surveys, and interviews. Guided by the ecological and semiotic approach to language learning (e.g., Kramsch, 2002; van Lier, 2000, 2002, 2004), a theme-based qualitative analysis revealed the emergence of various affordances and constraints as the learners creatively utilized their physical surroundings for their learning purposes through semiotic tools. Findings of this study showed that learners actively engaged in diverse and dialogic off-screen learning activities that are sharply contrastive to those in the teacher-centered online environment. For example, focal students engaged in more target language vocalization in the off-screen environment where no one heard them speaking, than in the online environment. Specifically, the students privately scaffold their classmates behind the screen, overtly imitated others' language use, and engaged in the self-initiated "dialogues". The detailed video data analysis revealed the learner's off-screen actions that are normally overlooked by researchers and practitioners. This study demonstrated evidence that learners' autonomy and agency were enhanced during online instruction when they were free from the traditional classroom.

ACQUIRING TECHNICAL TERMS IN WORKPLACE INTERACTION

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In a globalized world, professional life is becoming increasingly dominated by an international workforce. Many migrant workers are required to communicate in a foreign language in their everyday work. However, often they do not have any formal training in the language used in the workplace, and instead learn it by interacting with their colleagues and managers in their everyday workplace conversations (cf. Bremer et al. 1996). This study investigates how this process of informal language learning is realized in conversational practices. It is based on a case study of a Polish construction worker in Norway who doesn't have any formal Norwegian training. During three years of work experience as an international commuter, he has acquired sufficient Norwegian skills to be able to communicate directly with his work site manager and to function as an intermediary between him and the rest of the team of Polish construction workers.

However, his level of proficiency must be characterized as rather low, especially in forming clauses of a certain degree of complexity.

The study is based on video recordings of naturally occurring interactions on the work site, such as meetings in the manager's office and encounters on the construction site itself. The recordings were made by an action camera placed on the worker's hard hat, facilitating recordings of talk and embodied action in on-site manual work activities.

Using Conversation Analysis as a methodology, the study investigates how the interactants orient to learning (and teaching) Norwegian vocabulary items, especially technical terms related to their professional domain, such as boltetang (bolt tongs). Two central practices are involved. First, practices for soliciting a technical term in Norwegian from the interlocutor. In displaying problems with referring to a specific item, the worker uses various verbal and gestural resources to indicate the nature of the intended referential object. By such practices – having much in common with word search sequences – he invites the interlocutor to suggest a Norwegian term. Second, there are practices related to grasping, rehearsing and memorizing a new word. Common practices involved are explicit meta-linguistic comments and word repeat sequences. These are generally marked as extrinsic to the main business of the talk by being realized as side sequences.

The study contributes to a better understanding of processes of technical communication in the multilingual workplace and of language learning as a situated and interactional phenomenon in everyday professional communication.

IDENTIFYING ATTITUDES AND PERCEPTION TOWARDS THE IMPORTANCE OF ENGLISH AT THE WORKPLACE: THE MALAYSIAN EXPERIENCE

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Tertiary education is a key asset in knowledge-based economies: Tertiary educated workers stimulate economy-wide productivity and growth, and are crucial for innovation and the use of new technologies (Aghion and Cohen, 2004; Vandenbussche, Aghion and Meghir, 2006). In Malaysia, there seems to be a rising dissatisfaction among employers about the level of English language proficiency of tertiary graduates. Calls for reform in tertiary education in Malaysia have been initiated and could be linked to Jacobs and van der Ploeg's (2006) statement about the loose matching between qualifications and labour market-specific needs. As the industry sector moves towards more global participation, the use of English language has become increasingly important. This paper, an output of a major study involving several major government-funded universities, identifies attitudes and perception towards the importance of English and its use at the workplace from three perspectives: tertiary level students, employees, and employers. One of the major aims of the study is to devise a mechanism that can help match English language and communication needs between graduates and the employment sector. This outcome could be used in the benchmarking of English language and communication competencies to enhance employability of Malaysian public university graduates. The study allows for a synthesis of English language communication needs and workplace expectations in a multilingual situation. Understanding aspects of linguistic competence and performance will provide the link between effective training of proficient graduates and efficient functional workplace practices. Shortcomings and issues identified through the data will aid the maximization of the potential of graduates

for effective language learning at tertiary institutions and ultimately transferring it to meet the needs of the workplace.

DECIPHERING THE NARRATIVES OF AND FOR PRACTICE: THE CASE OF DOCTORAL VIVA EXAMINERS

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This paper reports on a method of data analysis used to investigate the narratives of practice of experienced examiners who participate in the doctoral viva (a.k.a. oral examination or thesis defence) in Malaysia. It contributes to discourse and doctoral educational studies.

Examiners are powerful discourse community in the doctoral assessment. They are given enormous responsibility as gatekeepers of standards for their institution and field of study, and are empowered to exercise their rights in the viva. Most examiners learn to participate in the viva through listening to narratives from others. While narratives serve an important purpose in revealing educational and professional practice, rarely are examiners provided with narratives from experienced examiners on good viva practice.

To address the knowledge gap about narratives of good viva practice from experienced examiners, we use narrative inquiry as the research approach, interview as the primary data collection tool, and discourse analytical approach for data analysis and interpretation. Data was collected from 12 experienced examiners at a Malaysian research university where the oral examination is a closed-door event, and a compulsory component of the doctoral assessment.

In this presentation, we describe how we analyse the narrative data obtained from the experienced doctoral viva examiners. We present selected findings of the discourse analysis of the data. We present our perception of the strengths and limitations of a discourse approach to narratives, and finally we discuss some implications of their use. We argue that deciphering the narratives of doctoral viva examiners from a discourse perspective provides a valuable and viable way to inform practice. We believe this presentation has implications for discourse and doctoral educational researchers, as well as practitioners.

STRADDLING THE INFORMATION TSUNAMI: GUIDED SUMMARY WRITING FOR EFL LEARNERS PREPARING FOR EFFECTIVE FUNCTIONING IN A PROFESSIONAL ENVIRONMENT

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Although summarisation is a skill that language users need in many walks of life, including the educational and professional domains, English for General or Specific Purposes curricula devote much less than the required attention to it at all levels of language education. This is also reflected by the insubstantial treatment of summarisation in the Common European Framework of Reference for Languages (2001), where summarisation features in a few performance scales in band descriptors ranging from B1 to C2 level. Summarisation is a mediation language skill that facilitates indirect communication between language users using different or the same language. It may occur jointly with the mediation activity called paraphrasing, which is the restatement of original content in the language user's own words. Summarisation, whether used jointly with paraphrasing or not, occurs in two forms: (1) a global/full/complete source text summary contains all the main ideas from the entire source text whereas (2) a guided/selective summary contains only those ideas from the source text that are relevant to the language user's communicative purposes. Summaries occur as stand-alone integral pieces of discourse or as constituents of various genres.

This paper looks into the assistance that can be given to language learners to help them become members of professional communities for whom language is an effective

professional tool. It specifically addresses guided summary writing, which is an effective tool to develop competent workers who are critical thinkers and can process information accurately and effectively in our information tsunami affected times. The paper presents an exploratory qualitative study that seeks to answer the question: What difficulties do young adult English as a Foreign Language (EFL) learners have in producing guided summaries?

In order to answer this question, the guided summaries written by 30 EFL language learners enrolled in the BA in English program of a major Hungarian University were analysed in terms of the (1) use of summarisation rules, (2) paraphrasing skills, and (3) the rhetorical structure of the summaries produced. Summarisation rule use was analysed using van Dijk's taxonomy featuring the zero, deletion, generalisation and construction rules; paraphrasing was investigated through the analysis of the word- and sentence-level changes made; and rhetorical structure was studied through the analysis of the organisation and cohesiveness of the summaries.

The results show that learners had problems with the use of most summarisation rules and therefore failed to appropriately reproduce the gist of the source text, which disconnected their summary from the source text. At times they distorted the original content by adding information that was not in the source text. Furthermore, learners made effective word- and sentence-level changes when paraphrasing, but occasionally their efforts resulted in overgeneralisations that led to disconnection. Finally, they effectively incorporated into an integral text the ideas they identified, extracted and restated and sometimes even reorganized the content into a summary whose macrostructure matches but whose organisation is different from that of the source. Based on the findings, recommendations are made concerning summarisation rule use and paraphrasing skills development for EFL learners.

LEARNING THROUGH PRACTICE FOR BUSINESS COMMUNICATION AND JOURNALISM STUDENTS: A PRESS CONFERENCE EXERCISE

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This presentation reports on a fruitful cooperation between two university training programmes which incorporate an important vocational component: the postgraduate programme in business communication of Ghent University and the masters in journalism of the Vrije Universiteit Brussel (both in Belgium). Both Dutch-speaking programmes have a strong focus on language proficiency and language learning.

We will present a press conference exercise in which we brought students of both programmes together. The business communication students were to communicate on a case of crisis in a fictitious organization and act like members of the board and the communication department. The journalism students played the role of critical interviewers at a press conference. As one of the goals of the exercise was to enhance the English language proficiency of the students, the press conferences were held in English, a second or even third language for most students.

Five different cases were enacted with different groups. Our data include video-recordings and transcripts of the five press conferences as well as five focus group discussions involving selected press conference participants. We also had the students fill in a survey in which they evaluated their own performance

Drawing on Bandura's concept of self-efficacy (defined as people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performance, 1986: 391), our main research question is to assess to what extent this collaboration allowed the learners on both sides to develop realistic and more positive expectations of their own management and media communication competences.

In order to answer this question, we analyzed the press conferences and the focus group discussions by way of a qualitative (discourse) analysis. In addition, we carried out a quantitative analysis on the results of the self-efficacy surveys administered to the learners before and after the collaboration. Methodologically speaking, our auto-ethnographic approach is combined with a fine-grained analysis of some of the discursive features that characterize the multi-party oral interaction of the press conferences and of the focus group discussions.

The results of this exploration demonstrate the added value as well as a number of complex challenges in bringing students of business communication and journalism together for an integrated learning experience in the field of crisis communication and press relations, in general, and of press conferences in English as an exercise in vocational training, in particular.

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EATING IN HEALTHCARE: INTERACTIONAL DIMENSIONS IN PLANNING AND EVALUATING TRAINING PROGRAMS FOR NURSING STAFF

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This paper presents some preliminary results of a research on nursing staff practices during meal times in French hospitals. The research' main objective is to underline the importance of training nursing staff in their interactional competences for the social accompaniment of patients' alimentation and in their practical skills in the presentation of meals.

The aims of this research are to investigate how developing the nursing staff's interactional competences can improve the patients' food consumption. This would contribute to reducing under-nutrition, one of the negative impacts of patients' hospitalisation (Melchior 2003). To pursue these aims, we collect interviews, questionnaires, and video-recordings of naturally occurring interactions. In this paper we will concentrate on the analyses of video-recordings concerning the nursing staff food service in the hospital ward, filmed both before and after the training.

Using an ethnomethodological approach and the analytical tools of Conversation Analysis we will describe the different phases of the food service by focusing on sequences of interactions in which the food is actually offered to patients. By taking into account the complexity of the communicative resources mobilised during the service (e.g talk, gaze, body orientation, object manipulation, etc.) and other details about the patient's room where the interactions take place (e.g. it's spatial organisation, the acoustics, the activities being carried on when the meal is taken in, etc.) we will analyse several keys factors: the formats of actions accomplished to present the food (i.e. verbal announcement, visual display of the meal, etc.); the description of the dishes (by reading, reformulating, resuming, etc. the menu); efforts to invite or encourage the patient to eat; etc. The examination of the patients' responses to the different formats of actions mobilised allows us to identify which practices better contribute to the construction of a favourable interactional and material environment for the patients' food intake.

Our functional aim is to reveal the 'know-how' and the 'social skills' locally exhibited by the participants during the meal service (cf. Markaki & Mondada 2009). We will apply this knowledge both to improve our training techniques and content, and to evaluate the impact of the training on patients' food intake. In particular, we will undertake post-training data analysis to find out whether the application of the new interactional skills and knowledge to real-life situations produces visible improvement in the relationship nursing staff - patients and in the patients' own eating habits.

At a general level, this research project should contribute to improvements in patients' food intake and thus their general

health. This in turn would enable the reduction of food supplement consumption in hospitals as well as the duration of the hospitalisation, with a consequent reduction of the public healthcare expenses.

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CONSTRUCTING SUBJECTIVITIES IN PRIMARY HEALTH CARE: A FOUCAULDIAN ANALYSIS OF 'TEXTS WITHOUT AUTHORS'

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'Truth' according to Foucault does not exist as a single, attainable fact or state. Rather, 'truth' is constructed, presented and made possible through dominant discursive rules and themes that are unique to a socio-historical context (Prior, 2004, p. 324). Texts act as representations and products of these discourses and their validating 'truths'. Prior (2004, p. 319) argues that textual analysis is an important feature of sociological research and that the study of "texts without authors" - such as government documents, tables, certificates - provides valuable insight into the social relations and conditions that produce the text as a discursive instrument as well as the subjectivities formed and reproduced within it. Additionally, this type of textual analysis illuminates the interplay of power and knowledge through the positioning of subjects in relation to each other and the granting or denial of authority and power to 'speak' within the text.

This paper will report on a Foucauldian-inspired analysis of six texts produced by a state-run primary health care programme in urban Australia. Particular attention is paid to the 497-word, six-picture brochure entitled Information for PATIENTS (capitals in original). This brochure was written by local practitioners and is distributed by community nurses to adult patients with chronic and complex health conditions. Thematic analysis of the words and images used in this text provides insight into the 'truths' which allow it to exist and make sense. Additionally, the analysis highlights the power and knowledge relations established through the positioning of the subjects (the patient and the 'expert') and the granting or denial of authority to 'speak'. Within the broader study, ethnographic research methods (observation, interview, photography) were used to gather empirical data on the use of this text with patients within clinical encounters.

The findings of the analysis of the texts that will be detailed in this paper provide evidence of the persistence of the authority of the biomedical model and its associated subject positions of 'expert' and patient. The findings, however, also foreground the contradictions present within the texts as a result of the juxtapositioning of biomedical authority with discourses of responsible biocitizenship and the mobilization of the 'active patient'.

This paper and its findings are relevant to health care practitioners who are interested in the way that power, knowledge and subject positions are shaped by texts distributed within health care services.

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'SITTING NEXT TO NELLIE': THEORETICAL CONSIDERATIONS AND ETHNOGRAPHIC OBSERVATIONS OF THE USE OF 'JOB SHADOWING' AS 'JOB LEARNING' IN HEALTH CARE

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'Clinical competence' is a high priority for health care services and numerous strategies, policies and techniques attempt to link learning, knowledge and practice. Although the phrase 'sitting next to Nellie' has largely fallen out of the vernacular associated with workplace learning, the technique of 'job shadowing' as a component of workplace learning is used in health care organisations in many westernised countries despite its shortcomings as a sound pedagogical process. The jobs of health care clinicians are constituted by a range of 'practices' that may be routine or one-off and context specific. Formal learning occurs prior to employment, and thus differentiates these professional jobs from those for which the 'Nellie' neologism was originally developed. However, for those jobs that are unique little formal education can be offered in advance. Thus the importance of on-the-job training and workplace learning is increased.

This study explores the experiences of a group of female clinicians occupying unique community nursing posts and how they 'learn' their jobs through 'job shadowing'. Ethnographic data was gathered from a small-scale study conducted in one state run primary health care organisation in Australia. Although the scale of the study was limited, the participants occupied unique professional roles that exemplified the challenges facing health care organisations in terms of attempting to address 'learning', 'practice' and clinical competence in non-routine job roles. This paper explores 'job shadowing' from a socio-cultural perspective acknowledging 'learning' as on-going participation and heavily influenced by social and contextual factors.

Early stage findings indicate that 'job shadowing' has an important role in vocational learning for unique and unpredictable jobs. However, reflexivity and contextualisation of this learning is important and must be emphasized in follow-up activities. This follow-up is often lacking in health care environments in which cost pressures can override the desire to commit additional time and resources to this type of learning. Establishing communities of practice may be a productive way of maximising the positive potential of 'job shadowing' in health care.

PETIT GUIDE THÉORIQUE À L'USAGE DU TRADUCTEUR PUBLICITAIRE PROFESSIONNEL

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L'enseignement de la traduction publicitaire, matière fort spécialisée, se trouve être encore de nos jours assez peu présent dans les centres universitaires, ce qui oblige le traducteur à se forger son propre modus operandi au fur et à mesure, en fonction du type d'annonce et des normes qui lui sont imposées, d'une part, par la législation et, d'autre part, par la marque. L'apport théorique à la traduction spécialisée, et notamment à la publicitaire, a joué eu jusqu'à il y a une trentaine d'années un simple rôle de service par rapport à la pratique (Tatilon, 1980). Depuis les années 90, avec les Translation Studies, l'approche théorique s'est vue enrichie, ce qui a apporté des règles (Toury, 1995) qui, ne cherchant pas à être restrictives, pouvaient néanmoins constituer une référence essentielle, quoique trop générique, pour la pratique professionnelle du futur traducteur publicitaire. Les réflexions théoriques qui se sont suivies depuis, se centrent essentiellement sur des exemples concrets et sur des couples linguistiques ciblés (Snell-Hornby et al., 1995; Quillard, 1999; Katan 1999; Bonhomme et Rhinn, 1997; Guidère, 2001 et 2009; Smith, 2006; Baider et Lamprou, 2007). Les approches sont assez variées ainsi que les points de vue (cognitif, sémiotique, pragmatique) alors qu'il s'agit, dans la plupart des cas, de comptes rendus

d'expériences de traduction. Bien que l'utilité de ces apports pour la formation du traducteur publicitaire ne puisse être niée, force est de reconnaître que, étant donné la diversité de l'objet à traduire, la variété des canaux de communications (télévision, radio, Internet, presse, panneaux, etc.), l'évolution constante du marché et le renouveau des techniques publicitaires employées, tout effort pour reconduire la théorie ad hoc à une pratique particulièrement variée paraît vain, tout essai d'unification des comportements traductologiques étant voué à l'échec. Et pourtant, il existe un élément unificateur qui reste invariable quels que soient le type d'annonce, le couple linguistique, le canal employé pour le diffuser, les modes et les temps : le discours argumentatif. Nous défendons l'idée que pour pouvoir adapter convenablement (à savoir, perlocutivement) une annonce, il faut avant tout en connaître la nature intrinsèque, soit la nature rhétorique, et ce bien avant de s'attaquer aux questions translatives proprement dites. Dans cette étude, nous proposons donc un petit guide théorique à l'usage du futur professionnel fondé sur la théorie de l'argumentation (Perelman,1977 ; Perelman et Olbrechts-Tyteca, 2009) appliqué à la publicité et à sa traduction. Dans ce guide, qui s'adapte à toute sorte d'annonce publicitaire, nous étudierons notamment le raisonnement (Kerbrat-Orecchioni, 1998 ; Ventura, 2012) sur lequel se bâtit le discours persuasif de nature publicitaire.

REPRÉSENTATIONS DE L'AGIR ENSEIGNANT: DES CHOIX DISCURSIFS À LEURS EFFETS FORMATIFS

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L'objectif général de ce travail est de contribuer au dialogue entre les différentes perspectives d'analyse du travail enseignant, en particulier celles qui concernent l'enseignement des langues (langue première ou seconde) et qui utilisent comme données empiriques les textes produits par les enseignants à propos de leur propre agir.

La connaissance et la réflexion de l'enseignant sur ses propres pratiques deviennent des outils de transformation et d'amélioration de son activité. Pour engendrer une méthodologie d'analyse des pratiques qui fait face à ce besoin nous devons (re)penser le rôle du langage dans la prise de conscience de l'enseignant sur son agir, l'objet majeur de notre recherche. Donc, nous cherchons à réfléchir comment l'enseignant, par et dans le langage, construit et reformule ses représentations et significations par rapport à son agir professoral.

Comme le souligne BRONCKART (2001; 2004), la « figuration » est l'activité, authentiquement humaine, d'interpréter son propre agir en produisant des textes. Ces interprétations deviennent saisissables dans les textes et se caractérisent par une configuration thématique-discoursive. Ces différentes interprétations sont déjà des stratégies de réorganisation des représentations professionnelles, dont l'actualisation constante sert de «moteur de développement»» aux individus en situation de travail.

Concernant la méthodologie, le dispositif de recherche vise à analyser les données orales issues d'entretiens réalisés avant et après une séance d'enseignement de langue maternelle. Il est important d'avoir un ensemble de textes prefiguratifs (entretiens avant le cours) et un autre de textes évaluatifs (entretiens après le cours) car ces deux modalités de réflexion peuvent être comparées. Ces entretiens s'étendent durant une année scolaire. Un groupe de quatre enseignants a fait partie de cette recherche : deux enseignants du CE1 et deux du CM2

Face au corpus recueilli, une méthodologie d'analyse descendante a été utilisée en partant des types de discours (BRONCKART, 1997) et en arrivant à des stratégies énonciatives, particulièrement l'analyse des voix et des modalisations présentes dans les textes oraux étudiés (BULEA, LEURQUIN et CARNEIRO, 2013). Les choix thématiques sont aussi considérés en raison de leur importance dans la construction des analyses et des évaluations des enseignants, c'est a dire, la construction de leur réflexion langagière sur leur propre agir.

Comme résultat, nous avons observé une bifurcation des « réseaux d'interprétations » gérés par les professeurs. Il existe deux ensembles d'interprétations: l'un où la cible, est l'agir du professeur; l'autre qui est l'agir des élèves. Ce fait gère un double ancrage soit du point de vue ontologique (l'action est réalisée par le professeur, mais toujours face à l'agir des élèves), soit dans la dimension gnoséologique: l'interprétation de l'agir enseignant est construite par la production des figures d'action internes et externes. Ce dédoublement confère un statut différencié aux interactions qui se déroulent pendant les cours. L'agir professoral de l'enseignant est un agir sur l'action d'une autre personne. La caractéristique majeure de l'agir professoral est celle de dédoubler son action dans une série de micro-activités dont l'axe de référence socio-subjective est la négociation sur l'agir des élèves.

BECOMING A NURSE IN A SECOND LANGUAGE

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In Finland, workplaces in health care sector are becoming more and more diverse due to international recruitment and a growing number of international students. This inevitably has an effect on language policies and literacy practices. The question of legitimacy is crucial here: who will be regarded as a competent nurse? This paper offers an insight into the struggle that international nursing students an English language nursing degree program encounter during their practical trainings in mostly monolingual Finnish-speaking hospital environment.

The goal is to explore the professional identity construction processes of multilingual nursing students during their Nursing Degree Program. The theoretical framework is based on an ecological approach which brings together both dialogical and sociocultural perspectives to language. Language ecology or ecolinguistics is a holistic approach which explores language and communication in the social context. In this framework, identities are considered as subject positions between the social world and the individual; they are socially constructed, and therefore, affected by power-relations. (Kramsch & Steffensen 2008; van Lier 2004.) The focus of this presentation is on the identities that international students perform and the positioning of the students by their mentors. The questions to be discussed in more detail are 1) how are their professional identities co-constructed by the students themselves and by their mentors 2) what type of prerequisites are needed for the student to gain a position as recognized and legitimated workforce?

Two ethnographically informed longitudinal case studies have been implemented to get an insight into the struggle of constructing L2 professional identities during a Degree Programme in Nursing administered in English. The ethnographic data to be discussed consist of nine semi-structured interviews with the students and six interviews with six of their mentors as well as several workplace observations. Narrative analysis (de Fina & Georgakopoulou 2012) sheds light on the self-positioning made by the students and the positioning of them by the mentors as potential professionals. The narratives looked at provide an opportunity to examine how identities are negotiated and co-constructed with interlocutors: how narrators position themselves in relation to others and the rest of the social world. The data collection was implemented as a part of Finnish as a work language project (University of Jyväskylä, 2011–2013).

The results indicate that, for instance, compared to their Finnish peers, international students are positioned differently. Due to their insufficient Finnish language skills, international students are given a lesser level of responsibilities compared to the Finnish students. Thus identities cannot be freely chosen and can also present a power play. The students see independence at work, as well as active initiatives, prerequisite for becoming a real nurse and for regarding oneself as such.

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LANGUAGE PRACTICES IN WRITTEN SOCIAL WORK TEXTS

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In this presentation we emphasize written language use. Social workers do a lot of writing as part of their daily work. The kind of text types differ across practice settings. Letters, case records, assessments, different types of plans, reports and referrals are common text types. Practitioners write to remember, to inform, to recommend and to argue. Social work practice is mediated by language and interaction (Hall et al 2006), thus what practitioners write can be of great importance for both clients and families, but also colleagues involved. There has been given little attention to written communication in social work education and practice (Healy and Mullholland 2007, Rai and Lillis 2009).

As part of an action research project a new documentation structure has been developed as an alternative to the traditional case records. It is called The Professional Text Structure, and it is implemented in health and social service agencies in a municipality in Norway. Practitioners who participated in the development process have expressed that they want their written texts to be good, but they are also rather uncertain as to what makes a good text (Vist et al 2011).

The focus of this presentation is language practices in social work texts. Texts written within The Professional Text Structure is the empirical data for the study. Questions asked are: Which language practices can be found in texts written by the health and social work practitioners? Is the professional work visible in the texts? How is it visible?

Being a work in progress we have not concluded on theoretical approaches. In our preliminary analysis we draw on Bakhtins concepts of genre (1986) and dialogism and on Derridas concept of deconstruction (1976 [1967]). In the presentation we will present some examples from the preliminary analysis.

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A LINGUISTIC PERSPECTIVE OF SUSTAINABLE FOREST MANAGEMENT PLANNING REPORT OF FORESTRY PROFESSIONALS

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Malaysia is fully committed in achieving sustainable management and development of forest resources. Forest resources play a vital role in maintaining environmental stability and quality, protecting soil and water resources, conserving biological diversity and preserving cultural, recreational and other intrinsic values that are of importance to Malaysia. In affirming to the commitment to sustainable forest management (SFM), a set of Malaysian Criteria, Indicators, Activities and Management (MC&I) has been

developed to monitor and assess SFM and for purposes of forest management certification to be used and applied at the forest management level. However, analysing sustainability of forest resources by merely adopting MC&I in assessing the forest management is insufficient. SFM also needs to be demonstrated at every level by implementing sound forest management practices. To date, sustainability of forest resources in Malaysia is mostly evaluated based on the assessment and verification by independent third-party assessors following various criteria. In Malaysia, the state governments have autonomy over forest and land use while the federal government legislate policies pertaining to governing forest. Little is known on how sustainable forest management is planned, practiced and reported by those in charge at this level from a linguistic perspective. Hence, a systemic functional analysis of how the sustainable forest management planning report is deemed as appropriate to analyse how forestry professionals decide, execute and report on significant factors that contribute towards sustainable forest management planning in Malaysia. The objectives of the study are to understand what constitute the sustainable forest management planning report, the functions it serves towards sustainable forest management and how meaning is presented and linguistically realised within the reports. To serve the purposes of the study, Systemic Functional Linguistic (SFL) is used both as a theory of language as a resource for meaning-making and as an analytical tool to analyse systematic and functional use of language. Findings of the study benefit the nation, forestry professionals as well as other communities in ensuring that the nation's goal of sustainable forest management can be successfully realised through proper reporting of forest management planning among forestry professionals.

LANGUAGE SENSITISING IN VOCATIONAL TRAINING – BUILDING A FRAMEWORK CURRICULUM

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Integrating foreign professionals into the German job market implies an adjustment of adult vocational training. Being faced with the new challenge of teaching culturally and linguistically diverse groups, the concept of language sensitising enables specialist teachers to successfully deal with the needs of heterogeneous learner groups. Language sensitising in this context entails the raising of awareness of the crucial role of language in knowledge transfer and the equipping of specialist teachers with methods to integrate the acquisition of knowledge and language. Therefore the joint project Language Sensitising in Vocational Training (SpraSiBeQ) carried out by the universities of Bielefeld, Leipzig and the Friedrich-Alexander-University of Erlangen-Nuremberg is currently working on a modular training program for specialist teachers. The project's first two work packages consisted of assessing needs for language sensitising in adult vocational training and developing a framework curriculum for language awareness in adult vocational training.

In this paper we will first shortly discuss the empirical methods used in the needs assessment and its central outcomes, which were used as a basis for a framework curriculum. The core of the «»Framework Curriculum for Language Sensitising in Vocational Training»» are can-do statements describing competencies specialist teachers need in order to integrate the acquisition of knowledge and language into their classrooms. These competencies are divided into ten modules – two basic modules and eight build-up modules. So far, three modules have been developed into one and a half day-long trainings:

Basic Module 1: « Identifying Linguistic Challenges in the Classroom »

Build-Up Module 1: « Promoting Language Learning in Classroom Interaction »

Build-Up Module 2: « Designing Tasks and Exercises to Facilitate Language Use and Preparing Students for Linguistic Requirements in Exams »

The paper will also provide an insight into the current piloting of the three modules.

The Framework Curriculum for Language Sensitising in Vocational Training can be accessed online via deutsch-am-arbeitsplatz.de/sprasibeq.html (in German).

LANGUAGE ISSUES IN ACADEMIC AND PROFESSIONAL CONTEXTS: ARABIC IN THE SERVICE OF ARAB SLPS IN ISRAEL

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Studies on the adaptation of medical and paramedical services to ethnic minorities emphasize the importance of recognizing the language(s) and culture of minority groups, and of using minority languages by service providers, in particular for diagnosis and intervention. This is especially important in the field of language and communication disorders for which language is central. Arab speech and language pathologists (SLPs), providing services to the Arab population in Israel, form an interesting test case as they face two major challenges: (1) Hebrew is the academic language of teaching at Israeli universities and the training programs and assessment tools are mainly geared towards the Hebrew speaking population; (2) the Diglossic situation inherent to Arabic and the multiple dialects (Al-Batal 1992; Saiegh-Haddad 2003, 2005) that make assessment tools hard to adapt to all Arabic speakers as dialects differ from each other in various respects. The present study examined the particular language issues that Arab SLPs face as providers of services in the field of language and communication disorders to members of the largest minority in Israel.

Methodology: To this end, 133 Arab SLPs filled in a survey questionnaire in Hebrew or Arabic. The questionnaires included closed questions on an interval scale of 1 to 5 (not at all – completely agree), a small number of open questions and demographic information. The questionnaire related to: 1. Academic studies and professional training, 2. Work routine, and 3. Assessment and intervention tools adapted to Arabic. Participants responded via email. Statistical analyses included absolute frequencies and percentages, averages, mean differences, standard deviations and t-tests. In addition, basic content analyses were performed on data gathered from the open questions.

Findings: Arab SLPs report a lack of adaptation of the academic curriculum to the Arabic language and culture (e.g., little reference to Arabic in the courses, insufficient research on Arabic, faculty members who do not speak Arabic, no specific reference to the needs of the Arab population, etc.). In addition, most professional courses offered in continuing education programs in academic institutions do not address issues related to Arabic. The lack of adaptation to the Arabic language and culture was least prominent in the clinical training (e.g., training by Arab clinical instructors, experience in treating Arabic-speaking patients). Arab SLPs report that most tools currently available to them are not adapted to the Arabic language and culture and are not standardized for the Arab

population. To overcome these problems Arab SLPs use various compensation strategies (e.g., translate Hebrew or English diagnostic means, use informal observations). In clinical settings that provide services to mix populations, Arab SLPs encounter difficulties as problems relating to Arabic are not addressed satisfactorily in staff meetings. In addition, Arab SLPs repeatedly encounter difficulties having to use a dialect different than their own during intervention.

Conclusions: To overcome the difficulties, in recent years, multilingual and multicultural training of SLPs in Israel is increasingly implemented. Recommendations to policy makers in academic institutions, health policy makers and the Ministry of Education will be discussed.

BEFORE DOING WHAT YOU THINK PEOPLE NEED, ASK THEM WHAT THEY WANT – EXPLORING STAKEHOLDERS' VIEWS ON SUSTAINABLE WORKPLACE SECOND LANGUAGE DEVELOPMENT

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Recent technological and economic changes have generated new and complex linguistic and communicative professional practices for employees at all levels. Particularly migrant employees with limited command of German are challenged by the linguistic requirements caused by this development. Insufficient proficiency in German increases the risk of social and economic exclusion and reduces the opportunity to develop their potentials, which may lead to considerable losses for the individuals and society in general. Although migrants are a constitutive part of German economy, workplace second language (L2) provision is limited. Only recently federal funding programs have triggered interest in the educational and corporate world. Current provision embraces courses for migrants seeking employment and in employment. Among the latter in-company courses are increasing. First evaluations show encouraging results. At the same time they raise the question how to consolidate and further develop what has been learnt in classes. A sustainable language development strategy for the workplace has not been thought of in spite of the insights of social learning theories and the experience of practitioners in other countries.

In our contribution we will present a piece of qualitative research we are carrying in a cooperation project with learners attending in-house L2 German provision, responsible company management, as well as teachers and providers in five locations.

14 enterprises participate in the project. They operate in the fields of maintenance cleaning, construction, geriatric care, real estate service, health care, information technology, hotel and catering industry, transportation, etc.

By means of qualitative interviews the project explores the views of the various stakeholders on the sustainable development of second language skills in the workplace. It also identifies the structural factors which enhance and impede learning and formulates recommendations for sustainable workplace language development and proposes possible learning arrangements. 90 qualitative interviews have been evaluated by use of the Grounded Theory. All processes for the collection and evaluation of data are particularly interconnected. The overall objective is the development of an empirically sound theory.

Exploring stakeholders' views on sustainable L2 development at work has thus a double effect. On the one hand, it raises the awareness of the organizations and individuals involved in the research for the issue of sustainable workplace L2 development. It enables us (the researchers) to advise providers and companies in designing appropriate and sustainable provision and strategies for future developments. On the other end the evaluation of the interviews enable us (the researchers) to generate theoretical models and formulate scientifically sound recommendations for politics, providers and companies how to put into place sustainable L2 provision at and for wok, how to integrate formal language learning with non-formal and informal arrangements at work in order to advance individuals' communicative competencies and improve work.

STANDARDIZING THE LANGUAGE OF CORPORATE INTERNAL INVESTIGATIVE REPORTS: A CASE STUDY IN APPROPRIATED PROFESSIONAL LANGUAGE PRACTICES

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Adopting Gunnarsson's (2009) definition of professional discourse, and drawing on Bhatia's (2008) notions of intertextuality and interdiscursivity, this study examines generic and lexico-grammatical features found in a corpus of anonymised internal investigative reports produced by a large multinational company. It considers how insights gained from genre analysis (Bhatia 1993) and corpus-assisted discourse analysis (Partington 2008, 2013) may furnish the company with future recommendations in fine-tuning these reports for a previously unaccounted for external readership of lawyers and paralegals. On a more general scale, my interests attempt to illustrate how academic research findings, based on the study of existing communicative practices, might better inform, improve and shape future professional practice.

My study addresses reports produced by a large multinational corporation which conducts internal investigations regarding problematic employee behaviour, such as misconduct, accidents, theft, complaints, and issues of compliance. These reports are based on investigator- employee interviews and are intended only for internal use only. They may however be unexpectedly required, at a future date, for legal purposes such as in litigation cases between an employee and the company.

The company involved, expressed interest in employing external linguistic expertise – or mediation – in examining how individual reporting could be best standardized, in order to avoid detailed editing and re-writing. In an effort to establish more uniform lexical and grammatical choices amongst authors, the company hopes that the reports might create higher degrees of shared certainty and more objective evaluation of the circumstances between the various cases and investigators. A principle aim is to produce standardized documentation which foreseeably could be better defended in court. In linguistic terms, the company is intent on imposing register variation and re-contextualizing language of these internal reports in order to create documentation which can be legally defended while using English as a Lingua Franca.

Corpus-assisted and genre-based approaches, together with Sketch Engine applications, will provide input into describing current report macrostructure, lexico-grammatical choices, and what suggestions can be made to standardize and render reports written by international agents legally resistant. Particular attention is given to prescribing choice of reporting verbs, contents and moves of the executive summary, vague versus explicit language, expressing factuality and allegations.

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UNIVERSITARY TEACHER PREPARATION OF LANGUAGE AND LITERACY COURSE: A DISCUSSION BETWEEN COLLEGE CURRICULUM AND THE LABOR MARKET DEMANDS

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This paper aims to analyze and discuss the teacher education of the students of Language and Literacy course specializing in English at the Federal University of Maranhão from semi structured interview with 20 graduating students of the ninth period of the mandatory curriculum training, the professor – supervisor of its discipline and the review of the Pedagogical and Political Program. The reports provide information to understand the academicals reality and how academic undergraduates see themselves as professionals who will work in the labor Market. The discussions point toward the fact that the time spent at the university was not enough to develop the skills that the English teacher needs, once graduated himself with a non-satisfactory result. The main problems lie in the insufficient capacity of communicative competence in a foreign language where there is imbalance between what is studied and what is applied. This difficulty may be explained by the fact that the course offers dual qualification, which ultimately proposes further studies in the Portuguese area than in English one, lack of commitment by some professors in teaching using the English language and a curriculum that does not show compromise in challenging the students to develop the English communicative abilities. This study was essentially supported by David Crystal's (2003) ideas in terms of understanding what is the role of a global language like English, combined to the fact that the more people interact the more they need to acquire a common language to make it possible, as Yano (2009) explains. And consequently, if English is the global language, it may be interesting comprehend how these teachers are being prepared at the university according to Gimenez and Furtoso (2008) and Paiva's concerns (2005) and how the mandatory curriculum training is being designed to prepare skilled professionals as Brown (2005) and Pimenta (2011) discourse. The collected data and the theoretical findings led to a confirmation that the future teacher education must have priority, as a continuation of the type of education that the graduating student have usually reflects on their students, so it must be of good quality.

THE USE OF ENGLISH IN THE TUNISIAN BANKING SECTOR

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Nowadays English language prominence over the world has never been seen before, no other language has dominated the world as English had. It dominates the service sector; it is the language used in international institutions or organizations wherever they have an economic or cultural goal (UN, UNESCO, IMF, WB, WTO). Thanks to the process of globalization, English language has become a global language used in most of the domains.

Indeed, a new economic order was established with the advent of the World Bank, the International Monetary Fund and the World Trade Organization.

Within those international banking institutions, English is the leitmotiv and the growing influence of the World Bank as well as the IMF has to be taken into account. A banking institution, wherever the country of location is inevitably global, multicultural and multilingual. Then, in order to acquire more visibility on the international stage and to enter new markets, the knowledge of English is a necessity to foster development and commercial profitability but also to meet global banking standards. In the banking sector, English is a mandatory, under-skilled managers and employees is a disadvantage for the country in general because banks and

monetary policies are the basis of a country's economy. Also, in order to cooperate more efficiently with financial institutions abroad, skilled people are the key.

In Tunisia, the banking system has to be developed to be more adequate to the needs of Tunisian people and to the evolution of social norms and this development could be stimulated by the strengthening of English skills. For Tunisia to be more integrated within the global economy, the teaching of English has to be developed within schools and universities but also within workplaces.

In this context, I had an internship within a national banking group, I have been given the responsibility to elaborate a French-to-English glossary of banking terms.

Nonetheless, with the creation of the glossary to help the managerial staff in their daily work, I wondered if this would be sufficient; actually, is it efficient to solve speaking or reading issues? Is it efficient to answer a mail, to write a letter or to hold a phone discussion?

Is the elaboration of a glossary sufficient and efficient in responding to the needs of English in the Tunisian banking sector?

To answer this problematic, I submitted a multiple choice and closed questionnaire to my colleagues to evaluate the level and needs for English in this branch, then I collected the data and analyzed them by evaluating the results in terms of proportion (questions 1 and 2) or by establishing an index score (questions 3 to 21).

Finally, I proposed solutions for banking professionals by taking into account the Tunisian linguistic situation, the Arabic/French bilingualism that Tunisia is subject to (and that is deeply rooted in the educational system) and on how this could be a positive factor in improving the level of English. These solutions are mainly focused on developing courses(divided by level) and activities tailored to use banking English.

BUSINESS LINGUISTICS AND GLOBAL BUSINESS DISCOURSE 2.0

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The paper suggests establishing a separate sub-discipline on the crossroads of Applied Linguistics and Business Communication studies – Business Linguistics – a complex, interdisciplinary field for researching the use of language in business and verbal specifics of business communication. The author initiates the exploration of this new linguistic cross-discipline, defining its key areas, research objects and methods, practical purposes and use.

The recent accelerated informational and technological development of society has caused a greater interdisciplinary interaction and appearing Media Linguistics, Political Linguistics, Judicial (Legal, Forensic) Linguistics, etc. But business is no less important a sphere of human activity, and the sublanguages of business and business communication have their specific characteristics that require linguistic examination.

The discursive approach is adopted to provide the basis for investigating this promising sphere, therefore a complex definition of business discourse is proposed. Integrating the concepts of discourse and applying the Critical Discourse Analysis methods (van Dijk 2007, Fairclough 1993, 2001, Wodak & Chilton 2005) – to exploring the use of the language in business, we define business discourse as the verbalization of business mentality (and of business itself), realized in the form of an open multitude of thematically correlated texts on a wide range of business issues, considered in combination with their extra-linguistic contexts. This concept encompasses economic discourse, corporate discourse, discourse of negotiations, etc. The most obvious peculiarity of business discourse is "essence enlargement" – the meaning intensification in semantics, correlating with phonographic, morphological, syntactic, stylistic, and para-verbal devices typical of this discourse, employed to provide its pragmatic purposes realization (Danyushina 2010).

Business Linguistics is a field that explores the specific functioning of language in a business context, investigates the use of language resources in business activities, and studies verbal and para-verbal aspects of business communication. The spectrum of its key research areas interests includes:

- Business discourse, its typology and genre classification,
- Professional sublanguages of business sectors and spheres (banking, trading, accounting, manufacturing, administration, management, etc),
- Special language techniques of PR and advertising, sales and marketing (including methods of psycho-verbal manipulation and neuro-linguistic programming),
- Business Pragmatics and Rhetoric (including specifics of a leader's speech, argumentative and persuasive communicative strategies for carrying out presentations, conducting meetings and negotiations, as well as the application of language resources in motivating, problem-solving, decision-making, teambuilding, appraisal personnel),
- Documentation – business correspondence and drafting contracts,
- Instructional and academic language of business, economics and management, used in textbooks and research, academic publications, lectures, case studies and training, consulting and coaching,
- Business lexicography,
- Language of the business media,
- Intercultural business communication, foreign languages for business purposes.

The study starts exploring the field of Business Linguistics and of its "web incarnation" – (the English-language) Global Business Discourse 2.0 – by investigating corporate websites and blogs (in English) of leading global oil-and-gas corporations. The result is the "dominant semantics map" of corporate web-discourses of major American, Asian and Russian companies.

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THE TEACHING AND LEARNING OF ENGLISH FOR SPECIFIC PURPOSES IN LEBANON: A CASE STUDY OF THE LEBANESE AMERICAN UNIVERSITY

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Teaching English for Specific Purposes (ESP) can be crucial in preparing students for their future careers. At the university level in Lebanon, a multilingual country where college students speak one or two foreign languages, namely English and French, in addition to their native language, Arabic, students learn English as a Foreign Language (EFL), with an emphasis on acquiring academic English skills. Very few recent studies have investigated the learning and teaching of ESP at the university level in Lebanon; one example is a study exploring the views of students and faculty at the Lebanese American University (LAU) regarding students' language proficiency and language needs, particularly in writing (Bacha & Bahous, 2008); results revealed differences between students and faculty in their perceptions of students' proficiency in writing and their views of writing needs but indicated clearly that English and business faculty should collaborate. Nevertheless, in spite of the existence of a few ESP courses at LAU, there still is little cooperation between English faculty and faculty in the professional schools, with the exception of some collaboration between the relatively new university English writing centre and some disciplinary faculty, such as specific student writing workshops targeting students majoring in a particular field.

The purpose of this paper is to explore both the teaching and learning of English skills in discipline-specific major courses at the Lebanese American University as well as the existing university ESP courses. First,

a survey of faculty views regarding current methods of teaching and learning English skills at LAU will be presented. Faculty surveyed include those in the professional schools, namely the Schools of Engineering, Architecture and Design, Pharmacy, and Business, in addition to faculty in various disciplines in the School of Arts and Sciences, namely Humanities, Computer Science and Mathematics, Communication Arts, Social Sciences, and Natural Sciences. Results revealed various differences among the professional schools and disciplines in the amount and type of reading and writing required in the different courses. Moreover, the Schools of Medicine, Nursing, and Pharmacy do not currently offer any ESP courses, while the Schools of Business and Engineering offer one ESP course each: General Business 202: Business Communication and GNE 301: Professional Communication, respectively. The communication arts program in the School of Arts and Sciences also offers the two following ESP courses: COM 214: News Writing Reporting and COM 326: Writing for TV and Film. Each of these four ESP courses is presented and discussed, along with results from interviews with the instructors of the courses regarding the relevance and impact of the course material on students' skills. Finally, based on the findings, recommendations will be made for enhancing ESP and the teaching and learning of English in the disciplines and in the professional schools to better equip students with the language skills necessary for success in their respective fields and future professions.

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THE USE AND IMPLICATIONS OF A STRATEGY USED BY AN EDUCATIONAL SUPERVISOR TO DISTANCE HIMSELF FROM CRITICAL FEEDBACK IN POST LESSON OBSERVATION FEEDBACK

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In an educational setting, teacher training, development or evaluation often involves an observed lesson followed by a feedback meeting in which the teacher and observer discuss the lesson and plan how the teacher can improve the teaching and learning in his/her class. As an opportunity for teachers and observers to share experience and discuss teaching practice, the post observation meeting has the potential to stimulate reflection, learning and professional growth. However, despite its prevalence and potential affordances, the feedback meeting can also be a site of conflict as the observer is expected to give critical feedback about teaching practice. Criticism is a socially problematic (Asmuss, 2008), potentially face-threatening activity as it 'undermines a hearer's positive face, the desire to be approved of and have one's goals seen as desirable' (Hyland, 2000). A major challenge, then, is how to successfully deliver a critical message while maintaining a social relationship.

This poster presentation reports on one aspect of analysis of the discourse of one-to-one post observation meetings between a supervisor and English language teachers working in a tertiary institution in the United Arab Emirates. The data and analysis are part of a larger study looking at the co-construction and negotiation of identity and face in post observation feedback meetings with four supervisors and 20 experienced teachers. Post observation meetings and participant interviews were audio recorded and analysed using a Linguistic Ethnography framework which included microanalysis of salient excerpts. Emergent from the data was the influence of the institutional context, in particular with one supervisor new to the institution.

This poster presentation will illustrate how a Goffmanian framework of analysis was used to uncover how one supervisor distances himself from critical feedback and lesson evaluation by taking up only one level of footing. Footing refers to how speakers adopt positions of proximity or distance to the ideas expressed in utterances (Goffman, 1981). There are three levels of footing: animator (the person who produces the utterance); author (the person whose words are being uttered) and principal (the person whose opinion or belief the utterance expresses). In the data reported, one supervisor takes up the footing of animator in his feedback meetings but uses institutional procedures and in particular one institutional document (an observation schedule) as author and principal of the feedback. As a result, he distances himself from the critical nature of feedback but, perhaps more importantly, this strategy means that he adopts a very directive style of supervision which restricts interaction and collaboration during the meeting.

This poster presentation will illustrate, through discourse excerpts, how the supervisor uses this distancing strategy and will also show the results and implications of this.

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DEFINING EFFECTIVE COMMUNICATION IN THE PSYCHIATRIC INTERVIEW

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Background

The ubiquity of psychiatric illness in the community means doctors from most, if not all, specialties will need basic skills in interviewing patients with psychiatric disorders in the course of their medical careers.

Effective communication skills are widely recognized as essential to the quality of patient care and safety and hence are now seen as a core curriculum area for medicine. Effective communication is especially important in the specialty of psychiatry where diagnosis is accomplished almost exclusively through the interview. The face-to-face encounter also forms the basis for the Psychotherapies, which form an integral part of the treatments for psychiatric disorders ranging from depression, eating disorders, anxiety disorders and even psychotic disorders. Despite this, the focus of medical student teaching and assessment is diagnosis and planning treatment, with little emphasis on how this is achieved.

This study will investigate the criteria clinicians use to evaluate the quality of communication during role-play interactions. In order to better prepare students for these demands it is first necessary to understand the skills underpinning effective communication in the psychiatric interview. A study where experienced clinicians were asked to describe effective communications skills for trainee doctors, nurses and physiotherapists found very similar results across the three disciplines (Elder, et al 2012). However, it has been suggested that psychiatry requires a more sophisticated level of communication than other medical specialties (e.g., Goldboom 2006, Groopman 2007, Couper 2005).

The context for this study is the psychiatry rotation at the University of Melbourne Medical School, which involves a set of role-play based teaching modules, each focused on the narrative of a patient one of the core psychiatric syndromes. In each session students perform both simulated patient and junior doctor roles and this is followed by debriefing and discussion.

Method

Pairs of 3rd year MD students will participate in two diagnostic history taking role plays ('OCD' and 'Delirium') alternating in doctor and patient roles.

A group of clinical supervisors/educators in psychiatry will be provided with video recordings and transcripts of the role play interactions and asked to provide written and/or spoken comments about the quality of the interaction with a particular focus on communication skills. They may also choose to comment on authenticity of the simulated interactions.

Analysis

Drawing on Roberts and Sarangi's (2005) 'theme-oriented discourse analysis, thematic content analysis will be used to identify focal themes in the student commentary and clinician feedback to produce a set of features of communication that are significant for participants. These will be illustrated by relevant examples from the data and elaborated using discourse analysis.

Conclusion

This small scale study will use a linguistic framework to describe the types of communication skills experienced psychiatrists perceive as effective, thereby paving the way for further research as well as improvements in current teaching.

ROLE PLAY DESIGNS AND THEIR IMPACT ON EFFECTIVENESS OF MEETING SKILLS TRAINING FOR THE PROFESSIONS

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Several employer surveys have shown the importance of interpersonal and speaking skills (GCA's Graduate Outlook Survey of Graduate Employers in Australasia (2010); CELC-NUS's Temasek Workplace Survey (2009); American Society for Training and Development Report (2012)). Yet graduates entering the workplace are often perceived to be lacking in such skills. The need for such skills to be developed in a university professional communication module that prepares students for their workplace is as such very important. Meetings which are an essential component of any workplace communication demand the exercise of a composite of skills, such as interaction skills, interpersonal skills, and speaking and listening skills. Hence training in meeting skills creates opportunities for these key skills to be developed.

The role play forms a normal feature of meeting skills training in our professional communication courses, but different designs have been used over the years. This study seeks to identify elements that contribute to an effective meeting role play design which create richer opportunities for practice and learning of interpersonal and interaction skills in the professions. The study addresses three key questions: (1) Do infusions of reality in the form of a real company and / or a real product impact positively on the meeting interactions? (2) Does assigning specific roles to students encourage and empower learners to speak up with more confidence and authority? (3) Does having more preparation time allow learners to make more meaningful contributions or lead to the loss of the 'impromptu' element in meetings?

To answer the above questions, the study compares four meeting role play designs for Real Estate and Computing students which differ in the roles being assigned, the information provided to participants, the levels of reality infused, and the time for preparation. A detailed analysis of students' meeting videos is carried out focusing on the level of interaction, participants' level of involvement, the naturalness of the interaction, the coherence and flow of the discussion, participants' awareness of their roles and power relations, and appropriateness of their contributions.

The paper concludes with a set of recommendations of features that meeting role plays should try to incorporate for improved learning of interpersonal, interaction and speaking skills to better prepare students for the working world.

SPEECH AS A PART OF LITERACIES NEXUS

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Communicative competence is increasingly in demand in the workplace. If you aren't able to communicate in a competent manner, you risk not being given the responsibilities you want or perhaps not even finding employment in the first place. This entails a great responsibility on part of the university to ensure that the students are equipped with adequate communication skills for their professional life.

The project, Communication towards profession, aimed to identify in which way oral communicative performance in individual courses corresponds to the communicative competence that is required in professional life. The overarching research question central to the project is: Which possibilities are students given to change their ethos during their education?

The main focus of my project is on Nursing science programme. I particularly investigate communication patterns in nurse trainees. Nursing has become science in 1993 in the Swedish higher education system. This means that national targets are formulated in the governing documents. Based on The Higher Education Ordinance formulations, training can be arranged in different ways at different universities. These formulations trickle or seep down into other documents through reformulations and concretisations. All these documents are intended to support the students in their understanding of literacies nexus in higher education.

On this poster, I will summarize two analyzes: textual analysis of policy documents on different levels, and interviews with faculty in nursing education. The results of the analyzes indicate that there are difficulties to concretize and verbalize what in support of the oral language consists. My point of departure is in socio-culturally oriented research on academic language. For this investigation, however, I also use rhetorical-oriented approach.

PROFESSIONAL LANGUAGE PROFILE AND NEEDS FOR SECOND LANGUAGE TEACHING IN NURSING AND HEALTH CARE

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In Finland one may study nursing and health care in English, but it is very difficult to receive an employment in Finnish wards if the skills of professional Finnish are inadequate. The lack of professional Finnish skills hinders fluent communication between the non-native nurse and Finnish speaking patient/client, as well as Finnish speaking colleagues. In health care, this may cause different types of critical situations.

In a project supported by Ministry of Education (Finland) we have developed a professional language profile of nursing for Finnish language. The profile is partly based on the structured interviews of registered nurses, students who already work in Finnish wards and nurse educators, and partly on the work of CEF Professional (2006, Huhta et all. 2013). Also, the literature review of language requirements of nursing profession has been made for the background of the profile.

The aim of the profile is to serve as a tool for nursing educators to evaluate and develop the curriculum of professional language, and further to contribute to employment of the graduated registered nurses in Finland even if his/hers native language is not Finnish. The profile would also be of interest to others involved in Nursing – and professional language in general – in different contexts.

The paper presents the profile in details, e. g. the language requirements of nursing profession and the different situations and texts the nurse must master in Finnish.

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BASIC HEALTH CARE IN BRAZIL: EVALUATING THE SYSTEM

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The purpose of this paper is to analyze language practices in relation to the institutional demands of basic health care in Brazil. This research project, funded by PPSUS – REDE/EDITAL 3/2012/MS/FUNCAP, entitled "Dialogue as an Intervention Tool in the Relationship between Health Professionals and Patients", takes place at local health centers, in Ceará, in the Northeast. In these centers, communication is fundamental to make community members aware of the need to keep healthy habits in order to avoid diseases. The professional team includes doctors, nurses, dentists, and health agents who are in charge of visiting residents in the local community, usually socially disadvantaged patients, as middle-class and upper class patients pay for private health care. Ethnographic methods are adopted in this two-year project about the "PSF – Programa de Saúde da Família" (Family Health Program), mainly participant observation, fieldnotes, interviews and artefacts. These are texts with health information addressed at the patients. Other texts are those produced by the professional team every week and sent to the local health authority.

The main analytic strategy is examining discourses, genres and social actors in the data (Fairclough, 2010, 2003; van Leeuwen, 2008). Then we related this analysis to our participant observation as registered in notes. In the interviews, we also characterize the ways in which the participants appraise basic health care in the «PSF» (White, 2011), in health promotion and control, such as in the tuberculosis and pregnancy programs. The texts, interviews and notes are all in Portuguese, the official language.

One of the discourses we have analyzed is aimed at promoting healthy habits among patients. This discourse is often related to another discourse that seeks to prevent against diseases in patients. The health promotion and the disease prevention discourses can be noted in the health book «Caderneta de Saúde». This genre is addressed at different social actors, such as children, aged patients and pregnant women. In the interviews, the professionals and patients make positive judgements about the «PSF»; however, they are critical about infrastructural problems. Also, the patients point out they are not informed properly, and that they go about the health center like «baratas tontas» (dizzy cockroaches), a metaphor which suggests the lack of precise information as to their consultation time.

DEVELOPING A MODEL FOR DESIGNING A TASK-BASED LANGUAGE SYLLABUS FOR HOSPITALITY MANAGEMENT STUDENTS

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This study proposed a new model for teaching English to the Hotel and Restaurant Management (HRM) students in the tertiary program using task-based language syllabus in connection with English for Specific Purposes (ESP). The study sought to accomplish the following objectives: 1) review theories and existing models for designing a task-based language syllabus; 2) design and validate a task-based language syllabus; and 3)

propose a model for designing a task-based language syllabus. The research was anchored on sound theories and models that helped to come up with a model that will lead (HRM) students to use English in the classroom as their preparation for communication in the workplace.

The social development theory of Vygotsky (1978, 1986; Lantolf, 2000) which centers on learners' learning socially was reviewed to examine the role of language learning as a social practice where students are active participants in constructing their own learning. Then, Selinker's (1972) interlanguage theory was also consulted to understand how and why L2 students express themselves in L1 language since the interlanguage phenomenon is observed during conversations by both L2 speakers. As the learners negotiate with one another using tasks, there is an active use of the second language between and among them. Therefore, Krashen's (1981) second language acquisition theory was included to help explain the students' second language acquisition inside the school or outside in the working place. Eventually, Halliday's (1985) functional and communicative views of language was also studied since the students who will benefit from the new model will "use and practice" the English language more than "study" it.

Since the priority of the study is to come up with a model for designing a task-based language syllabus, three leading instructional design models were reviewed as well. These are the Seels and Glasgow (1997), MRK (1994), and the Dick and Carey (1978) models. Then, various TBLT syllabus models by leading proponents that include Nunan (1989), Long (1985), Ellis (2003), and Willis (1996) among others were reviewed and considered.

After the review of all the theories and models, participants were subjected to a needs analysis. Then, the research was processed by designing the proposed model syllabus and the learning material that goes with it. The task activities were also procedurized from big to small tasks. Then, the model was validated by experts after which, feedbacks were gathered and analyzed. In the end, the proposed model was presented as the final output of the research.

The study confirmed that a step-by-step and comprehensive procedure was necessary to develop a model for a task-based syllabus design. On the whole, the Manarpiis Model for Designing a Task-based Language Syllabus stands on solid theoretical foundations of communicative teaching that could answer the language learning needs of second language speakers since it promotes the use of a language (like English) functionally and it is designed to uphold social learning that readies the learners for authentic communication in the real world. The overall rating of Excellent thereby shows the proposed syllabus fit as an acceptable model.

STUDYING THE IMPACT OF A PROFESSIONAL COMMUNICATION COURSE IN THE NATIONAL UNIVERSITY OF SINGAPORE

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With the importance of ascertaining impact of academic programs growing with calls from accrediting organizations, governments, and funding groups as well as from industry representatives expecting graduates to be ready with relevant skills and competencies such as communication skills, the Centre for English Language and Communication (CELC) embarked on a series of impact studies in a cross section of its courses that it offers to all students in the National University of Singapore (NUS). This paper reports on one of such studies that focused on one of its professional communication course, ES2002. Designed for all first and second year students at NUS, ES2002's aims to prepare students with "both oral and written communication skills that demonstrate concepts of communication principles, interpersonal skills and intercultural skills" so as to be able to "communicate persuasively and effectively in business settings". Adapting from a commonly used evaluation framework for professional training courses, Kirkpatrick's four levels of reaction, learning, behavior and results (Kirkpatrick, 2005), this study examined the impact of ES2002

on the students' communication skills. The study was a quasi-experimental naturalistic study with research methods that included a pre-posttest and control and experimental groups' performances grades. SPSS was used to generate the frequencies and averages with Cronbach coefficients to establish reliability coefficient of the items. Correlation and statistical significance tests such as T-test and p-value were calculated for comparison of the mean for all the scores. The research questions were: What is the difference in the types of motivation? What is the difference in knowledge, skills and attitudes? What is the difference in transference of the knowledge, skills and attitudes? The results revealed clear differences in all the research questions: the experimental group showed a higher increase in extrinsic motivation, more positive self-perception of the skills and higher grades and clear transference of skills in some areas while others did not. Detailed findings and discussions will be reported in the paper together with the reasons and implications to policy and teaching of a professional communication course such as the one what was studied.

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INTERVENTIONS FOR STRENGTHENING PROFESSIONAL AGENCY AND WORK-RELATED LEARNING – OUTCOMES AND DEVELOPMENT SUGGESTIONS

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Amid the economic, managerial and societal challenges of the 21st century, many work organizations, such as those in education and health care, are increasingly expected to develop their work practices, operations and structures (e.g. Lindblad & Goodson, 2011; Tynjälä, 2013). As a consequence, professionals (employees and leaders) must continually develop their skills and competences, cross traditional professional boundaries and transform their professional identities and roles (Billett, 2011; Carroll & Levy, 2010; Helleve, 2010; Hökkä & Eteläpelto, 2014; Vähäsantanen & Eteläpelto, 2011). All this implies that meeting the current challenges of working life requires multifaceted work-related learning, including the cultivation of professional practices and identities. In both of these processes, professional agency – understood as influencing, making choices and taking stances concerning work practices and professional identities – emerges as salient (Billett, 2011; Eteläpelto, Vähäsantanen, Hökkä & Paloniemi, 2013; Priestley, Edwards & Priestley, 2012). Conversely, in order to generate work-related learning, we must enhance professional agency at the individual and collective levels.

Recent work-related interventions for supporting professional learning have focused on either the individual or organizational level by addressing, for example, the structures and processes of organizations, leadership or employees' individual learning at work. However, only few intervention programme support all these aspects. A multilevel intervention programme to strengthen professional agency and further work-related learning through interventions at the individual, work community and organizational levels is presented in the

poster. In addition to describing three interventions, we portray the main outcomes of the interventions and suggestions for developing the interventions described by the participants.

The following interventions were implemented in education and health care contexts: (i) an identity coaching programme, (ii) a leadership coaching programme and (iii) a dialogical work conference. A multi-method approach to data gathering was applied within an ethnographic framework (e.g. video-recordings, audio-recordings, observations, field notes, questionnaires and interviews). In analysing the main outcomes of the various interventions and the most meaningful suggestions for improving them, we have utilized qualitative and quantitative content analysis (e.g. Cohen, Manion & Moririson, 2007).

The participants evaluated interventions in various ways. The outcomes of the identity coaching programme were related to professional identity, work community, professional learning, and personal life. The outcomes of the leadership coaching programme were related to leader identity, theoretical knowledge, changes in the behaviours, and plans and actions for change processes. The dialogical work conference was reported to be an effective method of creating new visions for developing work practices and the organization. Although the participants were mostly satisfied with the interventions they also mentioned development suggestions.

Based on the findings, we will show how to combine the best improved practices of each intervention and create intermediate couplings between them. The purpose is to simultaneously support both individual agency for identity transformation and collective agency for the development of new work practices at the work community and organizational levels.

QUESTIONS IN ESTONIAN RADIO PHONE-IN PROGRAMS: FORM AND FUNCTIONS

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Question–answer adjacency pairs are one of the most important types of sequences in a dialogue. In this paper I will analyse questions in calls to some Estonian phone-in programs. The data for the study come from the Corpus of Spoken Estonian of the University of Tartu. 39 calls to 5 phone-in programs were analysed using interactional linguistics methodology.

Institutional interaction is characteristically asymmetrical. The talk that takes place within the broadcast context is less formal than in some other institutional settings, but the actions of the host in managing the programme provide a structured framework for the talk. Although there are no formal rules prohibiting callers to ask questions, they refrain from doing so. There were 270 questions in my data-base: 267 host's and 3 caller's questions.

My aim is to analyze which formal and functional types of questions are used, how the questions are formulated and in what contexts different formal variants are used.

Questions have special explicit formal features in Estonian (interrogatives, intonation, specific word order), but they could be also in declarative form.

There are three question types that depend on the expected reaction:

- questions that require information: wh-questions (What's your opinion?), some yes/no questions (Can you say your age?)
- questions that assert some proposition or assessment and request for confirmation or agreement: some yes/no questions (Paul is calling from Tartu.).
- questions that expect the choice of an alternative: alternative question (A big or small car?).

The functions of hosts' questions are:

- caller's identification at the beginning of conversation,
- initiation and keeping up small talk,
- initiation topics and sub-topics,

– extending discussion of the topic at hand,
– summarising topics,
– solving communicating problems.

Among callers' questions there were two initiations of repair (In what sense?) and one rhetorical question.

CORPUS-BASED CONSTRUCTION OF AUTHENTIC ESTONIAN LANGUAGE LEARNING DIALOGUES

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Telephone dialogues included in the textbooks of Estonian as a foreign language are often not authentic with respect to their structure of openings and closings. Our data includes 56 telephone dialogues from six Estonian textbooks intended for adult beginner learners published since 1999 to 2009, the comparative data includes 131 everyday and 577 institutional telephone calls from the Corpus of Spoken Estonian of the University of Tartu. The following main differences exist between textbook and corpus dialogues: 1) the summons as the caller's first activity and the answerer's first turn are frequently absent in textbook dialogues and the conversation starts immediately with the caller's first turn, especially in case of everyday conversations; 2) the turns in textbooks are on many occasions too long, including activities that in authentic conversations would belong to different turns; 3) there are often no closing sequences in everyday textbook dialogues; 4) the closing formulas of everyday textbook dialogues are too formal compared to the corpus data.

One method to make Estonian language learning dialogues more authentic is to incorporate the corpus of spoken Estonian of the University of Tartu (http://www.cl.ut.ee/suuline/) as the source. We have constructed 34 dialogues through which it would be possible to introduce to language learners the characteristics of spoken Estonian (http://www.ut.ee/keeleweb2/kursused/autentsetel-vestlustel-pohinevad-keeleoppedialoogid-koos-harjutustega).

This paper introduces the principles of constructing language learning dialogues based on corpora and provides examples of everyday conversations and institutional dialogues.

QUELS CONCEPTS LITTÉRAIRES, LINGUISTIQUES, PSYCHO-LINGUISTIQUES AU SERVICE D'UNE FORMATION DE RÉDACTEURS PROFESSIONNELS ?

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L'objet de cette communication est de présenter les concepts nécessaires relevant de différentes disciplines pour une didactique de l'écriture professionnelle, reposant sur une science de l'écrit. Les choix théoriques se sont réalisés au sein d'un curriculum de formation Master de rédacteur professionnel créé à l'université d'Aix-Marseille en septembre 2011, en partenariat avec l'université de Sherbrooke (Québec).

Les lignes de forces de ce curriculum allient acquisition de savoirs métascripturaux, lectures et entraînements nombreux et des concepts de référence pluridisciplinaires. Ce sont ces concepts et leurs complémentarités que nous souhaitons présenter dans le cadre de cette communication.

Ils relèvent de domaines pluridisciplinaires, même s'ils restent principalement dans l'espace langagier. Sont ainsi proposées aux étudiants des connaissances qui puisent dans les domaines de la rhétorique, de la

littérature, de la pragmatique, de la linguistique textuelle et de la psychologie cognitive.

En effet, la forme et le contenu d'un document écrit s'appuient sur plusieurs domaines disciplinaires :

- La linguistique apporte un éclairage et une technicité sur le concept de clarté d'un texte. Elle saisit, au sein de la linguistique textuelle, le texte comme un objet construit en un ensemble lisible, cohérent et cohésif. Elle rend compte des pratiques énonciatives et pragmatiques lors de la fabrication d'un énoncé écrit envisageant le rédacteur comme un médiateur en communication écrite. L'analyse énonciative porte principalement sur le concept de politesse linguistique. Par politesse linguistique, on entend traditionnellement les outils linguistiques et langagiers permettant d'atténuer les menaces, de ménager les faces du destinateur et du destinataire, d'anticiper et de gérer des tensions à venir ou bien encore de prendre en compte des tensions existantes. Ces procédés sont considérés comme des espaces où se jouent des négociations (Brown et Levinson, 1978, 1987 ; Kerbrat-Orecchioni, 1992, 2005 ; Romain, Pereira et Rey, à paraître).
- La rhétorique envisage l'écrit professionnel dans son intention argumentative et permet de former à l'aptum. Critère essentiel de l'évaluation des productions verbales dans la rhétorique antique, l'aptum est ce qui convient au sujet, au lecteur, à la situation (cf. par exemple Ciceron, De Oratore, passim). L'écriture ne doit pas être esthétique au sens littéraire (Bénichou, 1973 ; Bourdieu, 1971) mais doit être « juste ».
- La littérature appréhende les concepts de genre et de registre et interroge la théorie du prototype (Wolowski, 2006).
- La psycholinguistique rappelle la dimension cognitive réalisée dans les activités de lecture et d'écriture et interpelle le concept de mémoire dans la prise en compte du lecteur et du navigateur (lecteur sur Internet).

Chaque élément convoque donc des opérations langagières, discursives et cognitives dont les entrelacs sont nécessaires pour obtenir l'efficacité d'un texte. Ces différents concepts au sein de ce curriculum de formation pourraient constituer des éléments en faveur de l'émergence d'une science de l'écrit.

COMPILING A MEDICAL SPECIALIZED LEXICAL DATABASE TO HELP NON-NATIVE HEALTHCARE STUDENTS AND PRACTITIONERS WITH TARGET VOCABULARY

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In the last few decades medical specialized communication has become increasingly dynamic and prolific with an ever growing number of researchers engaged in international mobility or involved in academic projects employing English as a lingua franca. The predominant use of the English language in the biomedical world have brought to the fore the rising communicative needs of the scientific community where new achievements must be appropriately expressed and rapidly circulated. Specialized communication unquestionably constitutes a challenging problem with non-native medical students and health care practitioners who are increasingly faced with the need to have not only a passive but also an active command of Medical English (EMP), an essential skill for their career. They need to acquire, understand and develop a high degree of proficiency inprofessional and academic terminology: that vast set of standardized and non-standardized terms used to describe and represent the changes and the results accomplished in the medical field.

The purpose of this paper is primarily intended to fill this gap, because by presenting the MedEnCor-Lex, a web-based specialized lexical database developed within the Department of English Studies of the University of Milan, we endeavored to help non-native researchers use the core-lexis of Medicine, appropriately.

Trying to find the convergence between non-native medical doctors' specialized vocabulary needs, corpus linguistics and pedagogy, our research developed along three lines. First we compiled a new Medical Corpus extensively representative of twenty-five healthcare specialties and twelve mainstream medical genres. Then, after analyzing both the quantitative (frequency and keyword lists) and qualitative (KWIC: KeyWords in Context) results extracted from the corpus, we incorporated the data into a specialized lexical database which does not just list the medical terms regularly occurring in academic and professional writings, but also provides accurate information on their collocational and grammatical patterns with instances of real use. Finally we tried to merge the extracted concordance data from the corpus into teaching and testing materials, thus to consolidate the users' target vocabulary knowledge.

By presenting subject-specific terms with their typical syntagmatic and collocational patterns, the MedEnCor-Lex does not only constitute a useful reference tool for both medical undergraduates and professionals but it will also prepare them to use the medical terms in context.

JOURNALISTS AS LANGUAGE WORKERS: DISCURSIVE PRACTICES OBSERVED IN A BRAZILIAN COMMUNITY OF JOURNALISTS IN A TIME OF CHANGES

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The current situation of journalism in Brazil and in the world is a time of changes, among them, those motivated by new communication technologies, which play an important role in how information is produced and disseminated. Journalism and the traditional journalist lose primacy in news production and compete with multiple communication possibilities and new actors. The impact of technology is relevant in the daily lives of journalists since the activities and techniques involved in their work suffer modifications, such as shortening the news production time, the need to understand the various technologies of communication and information increasingly sophisticated, and often the obligation to produce material for different media and formats. Our research aimed to identify the discursive practices of a community of journalists, in that moment of sharp changes in the profession, on the grounds of Discourse Analysis (french lineage) and Ergology, the latter understood as an innovative approach of work activities, which allows to combine academic knowledge with the knowledge invested in the activity, revealing values, discourses. The treatment of the discourse from a global semantic (MAINGUENEAU, 1984/2007) assumes that the same determinations of a given discursive formation, its semantic restrictions, are extended simultaneously on the set of discursive plans and all the areas of the discursivity, not only the statements, but also the enunciation, the varied uses of language and, even beyond, institutions, modes of organization of men, all submitted to the same process of structuring. Considering that journalists are, in a certain sense, "language workers" (Boutet, 2006), our research is interested in the "language part of work" (Boutet, 2001), those properties of the professional activities and skills they mobilize, insisting on that the profound changes observed in the very last decade in the forms of production and organization of work of journalists obliged to rethink the issue of language as an object of professional training and professional practices – discursive always – of these workers. The analysis of the corpus, which brought notes of 22 hours observation and verbalizations – language as work and speeches about work – from journalists in their work at Cotidiano section of the daily newspaper Folha de São Paulo, texts published in issue corresponding to a day of work observed and also texts published on the occasion of reform presented in May 2010, allows grasping some semantic restrictions that permeate both the discursive practices (which includes, but not only, the texts the newspaper publishes) and the activity of journalists today, and confirms the hypothesis that, compared to traditional

journalism, journalism nowadays is less committed to social responsibility and more involved with entertainment.

ENGLISH IN COMPUTER SCIENCE AND MATHEMATICS: RHETORICAL DEVICES AND STRATEGIC VOCABULARY

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Scientific concepts are expressed through the strategic use of language and rhetorical devices. This study aims at identifying and investigating a basic English core language, which would involve both the languages of computer science and mathematics, facilitating the discursive learning process in these academic and professional fields.

Language in science plays an important role because it is the vehicle, the tool through which scientific knowledge is conveyed in a clear, economical way. Scientific knowledge reflects the outside world as filtered through and influenced by culture, beliefs and interactions with others, stimulating pragmatic and cognitive processes. The receiver who acquires a scientific message/knoweldge is as active as the transmitter elaborating the content of the message. They both act and then react to the transmitting and understanding of the phenomena: "il est important de remarquer que la particularité (...) dans un code de sèmes dont les signifiés se trouvent en rapport logique d'inclusion ou d'intersection entre eux, consiste précisément non pas seulement dans la mise en contribution des circonstances pour "dire" ce que l'on «veut dire», mais dans la possibilité d'adapter la façon de le «dire» à l'apport que celles-ci sont susceptibles de faire» (Luis J. Prieto, Pertinence et pratique, Editions de Minuit, France, 1974, p. 134). Studies have been done on the rhetoric of science, analyzing different scientists' discourses. They mostly report that scientists express their knowledge using persuasive processes, accepting or rejecting statements, through interactive rhetorical figures (J. Fahnestock, 2002).

For a better understanding of computer science and mathematical discourses, the language of these sciences will be explored. Just like any other language, they have a basic alphabet, i.e., the natural numbers, and just like any language, the alphabet has an order. Since very ancient times numbers and letters have continually been related: numbers in mathematics or digits in computer science convey information just like words. According to Chomsky, all languages in the world must share certain structural properties despite their very different grammars. Mathematics and computer science both work according to the laws of logic: like any science they follow a coherent system of signs and rules and they are concerned with the study of number, quantity, shape and space using specialized notations. They are both indispensable technological and commercial tools, the bedrocks of all sciences. Aristotle's laws of logical reasoning have considerably influenced the principles of these sciences and their respective languages. Mathematical connectives will be analyzed and associated to grammatical connectives, e.g.: "if...belongs to...". Specific concepts of mathematics and computer science can be expressed through symbols, formulae, diagrams and images. These codes need to be verbalized for discursive purposes. Their specific vocabularies will be considered: the use of abbreviations, compound words, terms derived from Greek or Latin, the frequency and use of adjectives and phrasal verbs. It is a matter of experimentation and observation to determine precisely which properties are innate to each language and which are shared by both languages.

ORAL COMMUNICATION SKILLS AND THE CONSTRUCTION OF CORPORATE IMAGE THROUGH INTEGRATED WORK PLACE SCENARIOS : PREPARING REAL ESTATE UNDERGRADUATES FOR THE WORKING WORLD

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In this ever increasing interconnected globalized age, employers are in search of graduates who are not only content smart but who are also significantly communication smart. In response, the focus in higher education has been to adequately prepare students' communicative competence for the increasingly complex job market (D'Aloisio 2006, Ali & Kassim 2010). Several studies have used selected contextualized tasks to hone the communication skills of learners. While this may be useful to some extent, the transferability of skills and knowledge from such tasks to the working world may be limited. On the other hand, there have been studies on the use of integrated tasks and the impact it had on the learners in terms of preparing them for the working world. However, very few studies have shown the impact of integrated work place scenarios carried through an entire semester for a course such as Professional Communication and on real estate students in particular. In the real estate sector, face to face and on line communications permeate into almost every business transaction, making it essential for real estate prospective employees to be competent communicators. The instruments used in this study were student survey forms, self and peer evaluation forms for various types of oral activities, focus group discussions and tutors' feedback. This presentation presents the impact of this integrated approach on the 109 real estate students who took this Professional Communication course. Specifically, the impact of this approach on the students' formal and informal oral communication scenarios and the students' perceived corporate self-image will be focused on. The students' perceived corporate image for instance had implications in the way they presented their ideas as they cooperated and worked collaboratively in formal and informal oral communication scenarios, and their general perception that learning communication in such an environment yields more long term impact and prepares them better for the working world. The presentation concludes with recommendations that can further enable students to apply what is learnt in the classroom to the real working world.

LEARNING WORDS THROUGH THE USE OF HYPERMEDIA IN A BRAZILIAN EFL CONTEXT

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Digital technologies are part of our everyday lives, and they are being implemented as an educational resource little by little. This fact points out the need of researches in this field in order to evaluate the impact of such digital technologies in learning. Teaching a foreign language using digital technologies becomes a challenge. Nowadays more than ever, it became easier to find authentic materials in the target language for their use in classrooms. Side by side with plain text, on the internet, one may find information presented in other ways, such as graphics, images, videos, and other media formats. This is hypermedia, a combination of multimedia presentations within a hypertextual design (Lemke, 2002). Hypermedia can be used as a resource for enriching and complementing the meaning of plain texts in a reading activity addressed for foreign language learners. Our research is concerned with the role of hypermedia used in reading activities as a way for students to learn new lexical items and their ability to retrieve them on the short and on the long run. For this, we envisaged a hypermedia reading environment, in which we added variated annotations – word definition, images, sound, and videos when possible – to some unusual or unfamiliar words for the students. This experiment was

made out considering a range of theoretical assumptions, among which we highlight: 1) the connectionist cognitive model of language learning (Waring, 2013; Nelson, 2013); 2) the hypermedia and multimedia effects on language learning (Hede, 2002; Mayer, 2001); 3) the theoretical models of memory regarding learning and information retrieval (Baddeley, 1990, 2000, 2001, 2003); 4) the eLearning instructional design and Multimedia Learning Theory (Istrate, 2009; Mayer, 2001). Methodologically, this research is being carried as a quantitative and qualitative study, developed from the application of a computer-mediated reading experiment in voluntary participants, all learners of English as a Foreign Language in a public university in Juiz de Fora, a medium-sized city located in the State of Minas Gerais, Brazil. To assess the learning of the lexical items annotated, we applied specific vocabulary tests before and after the reading session. The post-tests were applied immediately after the reading activity (immediate post-test) and 3 months later (late post-test). As results, we observed that students had an immediate significant lexical gain, comparing pre-tests and immediate post-tests, which indicates an ease for learning new lexical items and retrieving them from the short-term memory. This result confirms and reinforces the importance of hypermedia as a benefitial complement in the process of teaching a foreign language in non-immersion settings. On the other hand, the results of the late post-test showed a great loss of the lexical items presented in the reading session, this indicates that, even assuming the potential of hypermedia as a rich context that could make information migrates from the short-term memory to the long-term memory, just one single reading session is not enough to consolidate the learning of new words in the long-term memory.

COMMUNICATIVE REQUIREMENTS IN VOCATIONAL EDUCATION AND TRAINING

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We would like to present the concept and first results of the research project "Communicative requirements in vocational education and training" that is carried out by the Federal Institute for vocational education and training (Section of Competence development, Bonn, Germany) in cooperation with the University of Erfurt (Department of Linguistics, Germany).

Communicative competence is regarded as one of the most important factors for success in educa-tion, training and profession. In the European Framework "Key competences for lifelong learning" communication in the mother tongue is considered as one of the eight key competences. It plays a key role for personal fulfilment, active citizenship, social cohesion and employability in a knowledge-based society and a constantly changing world of work. In the Framework the European Parliament and the Council highlight the development of these key competences not only in childhood and youth, but also throughout our lives. Although communicative competence is regarded unanimously as important, little is known about the communicative requirements in vocational education and training. Goal of our research project is to uncover the communicative requirements in the vocational education and training of three exemplary occupations. The undisputed role of language and communication in vocational education and training of the three occupations will be specified and reflected.

Communicative competence is here defined as a disposition. It is the ability using language appro-priate in oral and written forms at the workplace and at VET-school. The use of language is related to its context and situation (like organization of learning processes, communication patterns and teaching methods) as well as individual factors (like motivation of trainees and the trainers).

We want

- to identify and to systematize the oral and written requirements in the two learning venues of the German dual system of VET, differentially for three occupations (language needs analyses),
- to point context-specific, situation-specific and individual factors out which influence the communicative requirements,
- to reveal the subjective attitudes of trainees, trainers and VET-schoolteachers concerning the communicative demands.

The project applies a multi-method-design that combines a highly structured with an ethnographic approach:

- Analyses of VET-curricula (framework curriculum and training regulations),
- participant observation in training companies and VET-schools and
- qualitative interviews with trainees, trainers and VET-schoolteachers.

First results of the documentary analyses show that, although the curricula contain multiple allusions to communicative requirements, formulations are often vague. Even the simple differentiation between oral and written communication is difficult to achieve. To precise the communicative demands of vocational education and training documentary analyses are not sufficient on their own, but need to be complemented by participant observation and qualitative interviews.

ACQUIRING SPEAKING SKILLS IN ENGLISH THROUGH THE ACTIVITY OF GIVING A SCIENTIFIC REPORT ON SPECIALITY

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Biologists study English at the Department of Natural Sciences of Novosibirsk State University. They should acquire enough knowledge and skills for the practical use of the language in their course of English. The aim is to help students learn how to act adequately in the situations of real communication, i.e. the situations in which they are supposed to use English and function with the help of English. One of such situations is a scientific seminar on speciality.

The students are mostly low-intermediate. They are adult learners and can speak about very serious matters and issues in their native tongue. But they often do not have enough means to express their thoughts and ideas in English, which makes them shy to speak and creates a certain communication barrier. Thus, we have to pay special attention to developing speaking skills in professional context. In the course of English we help the students overcome the communicative difficulties and the psychological barrier by teaching them to use the language at different stages of language acquisition. The language acquisition and the language use are carried out at the same time being the basis of the language development in students.

The students prepare, give and comprehend oral reports on the basis of simplified texts from the book Right Reading. The texts are related to the students' speciality, they are easy to read and understand, but not the complicated texts of scientific papers yet. For example, the text "Colors in Nature" tells us about the survival of species in the process of natural selection. The techniques of preparing and delivering reports have been thoroughly elaborated. The manual for speakers has been created, which gives detailed instructions on the procedure of preparation and delivery of the reports as well as on the way of carrying out discussions after the reports.

One of the main aims of the English course is the enhancement of the efficiency of professional communication. This aim can be achieved if the students are provided with special communicative tasks. In the setting of a scientific report the students tackle a series of communicative tasks: 1) preparation for the report; 2) delivery of the report; 3) participation in the seminar as a listener; 4) participation in the discussion after the

presentation (as a member of the audience); 5) performance of the role of expert by the speaker (during the discussion).

The students develop and improve linguistic and communicative skills that are necessary for functioning effectively in their profession. The learners are actively engaged in tasks. Activities and tasks in the course of English encourage interaction among learners. The process of interaction includes both the receptive skill of listening and the productive skill of speaking. Some reading and listening skills are also developed.

What is taught is defined by students' needs and by real language use. The students need to learn to participate in seminars on their speciality in English. Everything they do is related to this real world activity. The students "do" rather than "learn about".

THE LANGUAGE AND THE FORMATION OF RESEARCHERS FROM PEASANT COMMUNITIES IN BRAZIL

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The Sociolinguistics for over 30 years has contributed to the research and teaching of mother tongue in Brazil. This contribution is important because it confirms the heterogeneity of languages , especially the heterogeneity of the Portuguese language in Brazil shows that linguistic varieties that influence language teaching considered " standard". Especially, when a speaker needs to learn variety of stigmatized language variety of prestige to circulate better in society, and becomes more socially empowered speaker. Also, when people have their stigmatized linguistic variety by some social groups, discover through the study of sociolinguistics that can recognize the varieties of Portuguese and dominate the variety considered standard, they are empowered and make it a new way of dealing with language and society. The research topic of linguistic variety and formation of researchers aims to show how graduate students in 5 languages: Language, Bachelor of Education in Field (LEdoC), University of Brasilia, Campus Planaltina – DF, coming from rural communities, Agrarian Reform Settlements in the Midwest region of Goias, Mato Grosso and Mato Grosso do Sul, become researchers, when in contact with the knowledge of Sociolinguistics. With this knowledge, these students do research in their communities to identify the variety of their linguistic communities of the field and it shows as they become researchers of their own linguistic reality. To carry out the work if the assumptions turn – of Sociolinguistics based on Labov (2008; Bortoni – Ricardo (2011); Bagno (2007), Camacho (2013), Calvet (2002),. Coupland et al (2001), Biber and Finegan (1994); Vellasco and Sousa (2007), Bourdieu (1991), Goffman (1974), Gumperz (1997),., and the Ethnography as a methodology, based on Erikson's (1986) investigation has been completed and brings as a contribution records linguistic varieties of peasant communities from different locations in the Midwest region of 3 states of Brazil: Goias, Mato Grosso and Mato Grosso do Sul and also brings the social emancipation of people, who before joining the graduate Language: Linguistics, had her speech being stigmatized by people from the field and bring the form to speak of this cultural context, however, after 4 years studying Sociolinguistics, they begin to understand the linguistic heterogeneity and its manner of. speak and also studying about the sociolinguistic turn this into a treasure, which turns into more qualified teachers and competent researchers. The research was conducted by each researcher can be considered micro in the sense that each researcher merely search a smaller context, where each identified their linguistic reality. On the other hand, research can bring a macro dimension, in the sense that gathers 5 micro surveys which show different linguistic and cultural realities, but that add up in a larger study. Therefore, this research brings a contribution to the importance of sociolinguistic study training course for language teachers, researchers making their social context. Furthermore, the research reaffirms the linguistic diversity of the Brazilian Portuguese, identifying the linguistic varieties of the field, specifically the settlements of Agrarian Reform, the Center -West region of Brazil.

INTEGRATING CONTENT AND LANGUAGE, TRANSFORMING TEACHING AND INSPIRING LEARNING

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Unlike most university CLIL programs offered to proficient foreign language students, this paper describes an attempt to apply Content and Language Integrated Learning to the majority of low-proficiency tertiary level average C-grade learners, with the aim to improve their communicative competence, learning skills, raise their cross-cultural awareness and improve the overall status and image of foreign language teachers and teaching.

The paper first gives a short summary of the advantages of the CLIL approach and its contribution to effective language learning, then describes the difficulties foreign language teachers faced prior to introducing this graded course called 'cultural dimensions and business etiquette' due to the lack of interest of the institution, colleagues and the significant number of low-proficiency students. It outlines the general guidelines applied in this graded CLIL course, and provides a detailed description of the exercises demonstrating also samples and tasks on cultural blunders used to draw students' attention to the importance of proper and careful language use and raise their cultural awareness,.

As anticipated, less proficient students found it hard to make sentences without making grammatical errors, read texts in L2 more laboriously and less efficiently than in the L1, but given the freedom to choose what they would like to work on, provided with supportive learning strategies, and a relatively easy topic they could later use to blend more easily into the business world, even C-grade students could learn content and express themselves in a foreign language at the same time.

During the course students were acquainted with Geert Hofstede's book on cultural dimensions, considered a guideline for businessmen communicating with people living in other cultures. Hofstede's research project on national cultures conducted in 64 countries was used as a database for scaffolded reading, comparison of general business practices between countries and served as a corpus for the tasks assigned to further improve students' understanding on cultural issues and business etiquette through meaningful and cognitively challenging content. The oral presentations based on matching games on the forms of greeting, quizzes on the concept of time, (in)acceptability of talking openly about money in certain cultures, diagrammatic illustrations on some aspects of business negotiations, decision making, use of language, completion of an online tutorial on business etiquette, brief reports on how cultural background affects ideas about money/banking, and listening exercises on diversity training at the workplace were some of the class activities assigned to students with the aim to raise their cultural awareness and acquire L2 'just in time', i.e. learn new subject concepts in the same lesson and the language they need for expressing these concepts.

This pilot course was an 'ice-breaker' for less proficient students to acquire new content in a foreign language and learn to express themselves in simple English. The language instructors of this course are confident that, with some inventiveness, extra effort and flexible approach, novice CLIL teachers can complement non-linguistic subjects or extend particular chapters of a subject and contribute to a more effective language teaching even in less supportive environments.

ENGLISH AT THE SERVICE OF SCIENCE : THE CASE OF ENGLISH FOR BIOLOGISTS

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In an increasingly globalized and interconnected world, it is clear that a good command of English in a foreign language (EFL) context is the passport to social, scientific and economic advancement. It is also crucial

for acquiring a job as it helps in communicating with people from every part across the globe and explore opportunities in international markets. To meet these needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills. For these learners, usually adults, courses fall under the heading of English for Specific Purposes (ESP).

The role of English as the language of science and technology could not go unnoticed in Algeria, a country where the will to give the educational system a scientific and technical orientation has been consistently affirmed by decision makers in the field of education. As a result, English language teaching (ELT) has gained more and more ground at all educational levels.

This paper attempts to show how English can drastically change lives. It explains a research work undertaken through a case study (a group of biologists) who were keen to use their university degrees in a practical setting and who furthered their ESP courses with great interest and full motivation when being at university and later after being recruited, and who recognized that those English skills they worked hard to build that gave them the edge when they applied for the jobs of their dreams.Some of these biologists become university teachers and scientific researchers, and others have been hired (in the departments of sales, marketing and supply) by global healthcare and pharmaceutical companies which offered them a sheer range of career opportunities and accommodated their ambitions and aspirations, including GlaxoSmithKline and Novo Nordisk.These leading firms see graduates as a wellspring bringing fresh ideas and innovation, and give a central priority in their recruitment process to university students who master verbal and written English skills. The researchers used data based on classroom observation, observations in the workplace, a questionnaire addressed to these targeted biologists when being students as well as to their classmates, and an interview conducted with these biologists after being recruited. This triangular approach (that is the use of many sources for data collection) has been applied because the researchers are aware that any one source of information is likely to be incomplete or partial. This academic article will also spotlight that learning English before starting work and after interaction with expert workers not only helped these biologists in being equipped with the language macro-skills i.e. listening, speaking, reading and writing but also allowed them to develop critical cultural awareness as well as the abilities and attitudes to understand and successfully interact with their colleagues and people from other cultures. This work will also demonstrate that the focus on the communicative skills in the curriculum has enabled these learners to establish networks in various settings, which in turn have been beneficial for their upbringing both professionally and personally.

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